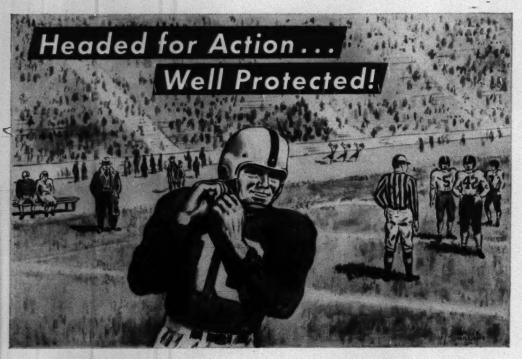
SCHOLASTIC

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(SEE PAGE 7)





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SCHOLASTI

VOLUME 21 NUMBER 6 FEBRUARY

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ROCKEPELLER CENTER, NEW YORK



Two shots at the hoop

HEN the basketball rules surgeons start operating on the code this spring, we earnestly hope that they'll do something about crippling the efficiency of the acromegalics.

We don't want to deprive the human giraffes of their constitutional rights. Let 'em play and bless 'em. But why make them a present of the game, as we now seem intent

on doing?

The game, as currently constituted, is a paradise for the big boy, and we don't like it. What's needed, we think, is some good, sensible legislation that will take some of the emphasis off height and put it on skill, where it belongs.

Have we any suggestions? Yup, two-both lifted from the pro game. We refer to the 12-foot (wide) free-throw lane and the awarding of both inside positions to the defensive team on all foul shots.

The extra wide lane is an in-spired idea. It forces the bucket man to set up six instead of three feet to the side of the basket, and thus makes pivot shooting that

much harder.

The big boy cannot merely wheel and lay up an easy one, as he now can. Being six feet to the side, he's got to move for his shot or put up a rather tough hook or pivot shot. The skill element is thus clearly

stressed

The expanded no-man's land also makes for a cleaner game. It relieves congestion under the boards, reduces fouling in the pivot area, and makes it tougher to tip in rebounds. The more open middle also encourages a cutting game by the smaller

The second recommendation-the awarding of both inside positions to the defensive team on all fouls-is sound enough. With the players farther to the side and with the defense in both favored positions, the thrower cannot deliberately or otherwise miss a shot, then watch a goon tip the ball in for an easy basket. The big boy can still follow up the shot, but he'll have to tip it in over somebody's shoulder-which requires some doing.

O.K., gentlemen of the rules committee, takes it from here.

LAST-MINUTE SUGGESTION

HAVING watched three big college basketball games "blown" in the final 30 seconds through the identical blunder, we'd like to dole out a piece of advice that might save you a couple of games this season.

In each instance, the defeated team entered the final minute of play trailing by a point or two, with the ball in possession of the opponents. In each instance, a hard, close press was resorted to, and each time it succeeded in recovering the ball in the last 15 seconds.

What happened thereafter was a pity, a shame, and a torment. The boys, panicked by the disappearing seconds, rushed the ball up court for a last desperate shot. None of the heaves came close to hitting.

All right, now, what would we have done? Simple-we'd have called a time-out the moment we gained possession. That would have given us time to organize a plan of attack, with our best shooter or driver taking the final shot.

This is a smart time-out; it eliminates panic, saves time, makes for the maximum efficiency.

A RING OF THE BELL

E THINK Bert Bell, the pro grid griffin, rang the bell when he came out for the abolishment of our favorite anathema-the point after touchdown. We've been campaigning against it for years, and it's nice to have a gentleman as wise and progressive as Bert on our

Maybe the extra point does prevent a lot of tie games. But it certainly doesn't do so in a fair and logical manner. The value of this

little contrivance is too disproportionate to the demands and rewards of the game as a whole, and the quicker we boot it out of the game, the better.

We've always been in favor of eliminating the try after td and resolving tie games by awarding an automatic winning point to the team which outscored the other in first downs. This is a deserving premium for actual performance during the entire game. The same can't be said for a simple specialist's stunt during a time-out.

Another excellent solution, we believe, is awarding seven points for a touchdown and returning the posts to the goal line to encourage

field goals.

It's about time the posts were put back where they belong, anyway. They were originally removed for safety reasons. But this excuse no longer holds. The pros have kept them on the goal lines for years. And did you ever hear of a pro impaling himself on a post? So why keep 'em 10 yards back and discourage such an exciting weapon as the field goal?

KNOW YOUR OATS

OVER the past several years, we've had the friendliest of relations with the Quaker Oats Co. and have always been impressed with the wholesome free services they've been rendering to high school boys and girls.

Their latest effort is worthy of mention in this corner. It is a simple contest, open to any boy or girl under 19, in which the two top prizes are four-year college scholar-

ships worth \$2,000 apiece

The full details of this contest will be carried in the February 13 issues of Scholastic Magazines. If your kids haven't access to these magazines, we'll be happy to forward all the details. Just drop a card to Scholastic Coach, 351 Fourth Ave., New York 10, N. Y.



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TODAY IN SPORTS EQUIPMENT

WILSON SPORTING GOODS CO., CHICAGO Branch offices in New York, San Francisco and 26 other principal cities (A subsidiary of Wilson & Co., Inc.) By BOB MILLER Clifford Scott H.S., East Orange, N. J.

Sportsmanship, Jersey Style!

II ET'S abolish athletics." "The gamblers have taken charge. "Sports programs are a waste of time, energy, and money."

That's the kind of talk you hear nowadays, thanks to the basketball fixes and the football scandals. These malfeasances have furnished the anti-sports bloc with some powerful ammunition, and they've been popping off alarmingly.

Now, nobody will deny the existence of unhealthy practices. But for every one of these cases, a thousand could be cited showing the positive good being wrought by our school and college athletic programs.

It is with this thought in mind that I'd like to present the story of one modest attempt at a sportsmanship program, as essayed by Clifford Scott High School.

To us at Clifford Scott High, good sportmanship—playing the game fairly, being a gracious winner and a good loser-is as important as winning. And we work at it all year round through a regular sportsmanship program which includes activities before the game, during the game, and after the game.

Get this straight: This program isn't forced upon the students. It is a cooperative affair, the product of the combined thinking of our

coaches, teachers, and students.

It all started four years ago. Reading about all the booing, fights, and other displays of poor sportsmanship, we decided to do something about promoting the good oldfashioned win-or-lose courtesies.

Everybody-coaches, teachers, and students-thought it was a swell idea and the Student Council accepted the responsibility of financing the project and carrying out all the essential details.

We got the ball rolling during the basketball season. After each home game, we'd invite all the players, officials, coaches and cheerleaders to a get-together in a homeroom near the gym. Here, over cokes and cookies served by the Student Council, we'd have some fun and get to know one another.

The results of these post-game soirees were most encouraging. We knew we had something good! And so the program picked up momen-

The next big push came from several members of the basketball team. They felt the program would be even more effective in a cozier

setting. Under the direction of my assistant coach, Tom Murphy, they undertook the job of cleaning and renovating an old basement equipment room.

Lots of paint (furnished by the Board of Education) and hard work transformed a dark, dingy, useless room into our colorful "Red and Gray Room." The players scouted around for pennants, banners, and pictures for the walls, and wheedled rugs, furniture, lamps, a radio, and a record player out of friends and parents. (No television . . . yet.)

Now we were really set up! The cokes and cookies in this recreation room gave us a real party atmosphere, and the players, coaches, and cheerleaders of both schools never -no matter how hard fought the game-left without the friendliest of feelings toward one another. Good fellowship and an appreciation of a job well-done replaced the ill-will that often followed a close contest.

Even today, though the program has been in operation for years, I still get a big thrill out of it. It isn't easy to come down into this room after losing a tough one and put on a smile for the fellows who just whipped you. Nobody likes to lose, and high school kids are too genuine to put on phony grins after taking a licking.

But it's wonderful to see them make the effort-te see the losers and winners get together and make a sincere attempt to be good losers and gracious winners.

Our sportsmanship program isn't limited to basketball. During the football season, we send our visitors baskets of apples for the ride home. Opponents in baseball and track are served sliced oranges in large tins of ice.

Are these appreciated on hot days? You should read some of the letters of appreciation: "The oranges were a hit, even though we didn't." "In all our years of school athletics, we never received finer treatment." Another vital part of our program

(Continued on page 54)



Rival cheerleaders and players make a party of it after a basketball game



Diag. 1, Drill for Teaching Pitchers How to Cover First Base.



Diag. 2, Defensive Drill on Singles with Second Base Occupied.



Diag. 3, Defensive Drill on Extra Base Hits with First Base Occupied.

Basic Baseball Drills

By ETHAN ALLEN

Baseball Coach, Yale University

F COACHING is a continual learning process, as we may safely assume it is, good coaches should improve with age. The fundamentals may not change much from year to year. But there are always new ways to improve a team.

This is particularly true in regard to (a) the conditioning program, (b) the preparation of the players for their respective duties, (c) the evaluation of available personnel, and (d) the intelligent use of strategy in relation to this player ability, the shortcomings of the opposing team, and the stage of the game.

A coach who thinks he knows it all and does not remain ever alert to these problems becomes stereotyped and isn't likely to amass a good over-all record.

Conditioning. No baseball team can be successful without a definite amount of running in early training. This should start as simple jogging, then advance to sprinting with alternate walking. Failure to include enough running invites pulled muscles. Too much running can also be bad, inasmuch as running alone cannot guarantee success.

An excess of throwing can likewise work to disadvantage, since arm injuries usually occur after a player becomes tired. Some players think they can remedy a sore arm by throwing, but the only solution is rest

In the early season, it's wise for a pitcher not to throw to a catcher at all the first week, and then only every other day when the full training program gets underway. Most pitchers throw too much and run too little. The player who is conditioned by a regular routine of running seldom suffers a sore arm.

Pitching Drills. Certain specific drills are beneficial to pitchers. These may be outlined as follows:

 Covering first base on a ground ball to the first baseman.

2. Throwing to second base after

fielding a ground ball.

Taking the proper wind-up to prevent a runner on third from stealing home.

4. Making a pitch-out high and away from the batter.

The coach can control all these actions by commands from the batter's box. Each drill should, of course, approximate game situations. For example, in the first drill there must be a first baseman; in the second drill, a shortstop; and in the third drill, a runner.

The pitcher delivers the ball in the first two drills, and the coach rolls a second ball into the diamond at the moment the pitch reaches the plate. (See Diag. 1.)

In the third drill, the runner on third is told specifically to attempt to steal home. By rotating the players as batters and baserunners, this drill can become both an offensive and defensive drill. The batter in this case should be instructed to remain in the batter's box so that the catcher can't move up to the plate to catch the ball.

Drill number four can also be used for intentional-pass training. In this case the pitcher should take a position to hold a runner on second, then throw a fast ball high and outside, the same as a pitch-out.

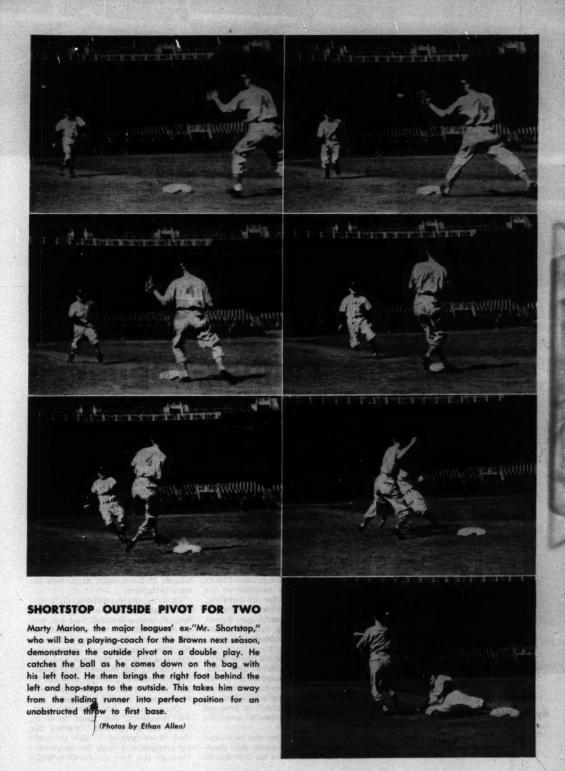
Team Drills which incorporate the entire defense are also essential. For such drills it's advisable to place runners on the various bases and let players start from the plate. The coach originates the action by calling a game situation, then hits the ball to either side of the infield or to the outfield to initiate the various defensive maneuvers. (See Diags. 2 and 3.)

The coach calls:

1. First base occupied, two out, score tied, sixth inning.

 Second base occupied, one out, score 2-1 against us, eighth inning.
 First and third bases occupied,

(Continued on page 36)





By W. HAROLD O'CONNOR Track Coach, Concord (Mass.) High School

Training the Schoolboy Timber Topper

WHEN the high school track coach begins screening his candidates for the various events, he frequently finds himself with far too few who are interested in the hurdles.

Let's face it: Many boys have to be talked into starting the hurdles. Yet these same boys, just a few weeks later, practically have to be chased away from them at the close of practice sessions. I have yet to meet the boy who doesn't love to hurdle once he learns how.

If you were to ask a group of track coaches what they considered the most important factor in hurdling, you might be surprised at the variety of answers you'd get. Speed, coordination, spring, relaxation, and height would undoubtedly be mentioned.

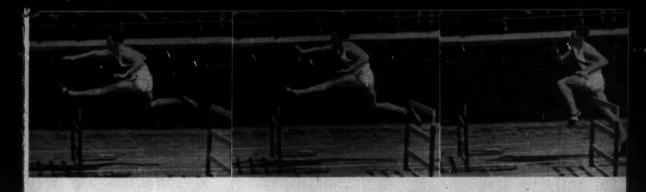
Now I agree that all these attributes are very desirable. But I believe they're all secondary to one other—courage. You may have your tall, loose, leggy boy with plenty of speed, but you haven't a prospect until he proves himself over the hurdles.

Regardless of type, the boy must be unafraid of the hurdle. Any goodsized boy who meets his first hurdle trial with a dive style is worth holding, especially if he's young and growing. The tall, speedy boy who balks or fears to skim the high hurdle will often prove worthless. Take this tip: Watch the boy's reaction after he hits his first hurdle and goes down.

Without doubt, the ideal hurdle prospect is the tall, loose boy with quarter-mile promise and plenty of courage. But don't be too quick to pass up a boy who is around 5-8 or 5-9. Take a good look at his leg length. If he is split high, he's no man to ignore.

In screening candidates, Cliff Ronan, coach of Boston English High School, uses a method that has lots of merit. He sits the candidate on the floor with his lead leg extended. He then has the boy extend the opposite arm, dip his torso, and drag his trailing leg through as if clearing the hurdle. The boy who can do this without great effort and who has speed is a good prospect.

Once you've screened your hurdle prospects, you need to bring them along carefully during the first three weeks. I like to begin by emphasizing that the movement through the first hurdle is actually



■ EDWARD WHITE, Army

a sprint followed by a dive, not a

To impress the latter point upon the boy, I have him stand a little distance from a wall and thrust his lead leg forward against it, stressing the dip of the torso and correct action of the arms.

For beginners, we use a very light homemade hurdle to prevent injury and build up confidence. As the boys progress, we substitute a regulation low hurdle, then a regular high hurdle with an adhesive tape crosspiece. In early practices, we often use one high hurdle, followed by one or two lows at the high hurdle spacing.

Since the hurdler is actually a sprinter until he reaches the first hurdle, I like to work quite a bit on the start and the steps to the initial barrier. Though some may argue the point, I like to have the hurdler crowd the starting mark as much as he can, with comfort.

Since he must arrive at his first hurdle in good position, he differs a little from your straightaway sprinter. He must begin to straighten up sooner than the regular sprinter. This is especially true if the boy isn't tall.

I consider his first step very important. If your hurdler chops his first few strides, he's in trouble because he is reaching for his first hurdle. A slight loss at the beginning multiplies. Many a hurdler who has trouble getting into position for the second hurdle needs to check back to his stride off the mark.

If you're working indoors with your hurdlers, you can check on their strides by scattering a little chalk-dust on the floor in front of the starting line. The length of the first stride can then be determined by measuring the distance to the first footning.

In outdoor practice, you can check by brushing the track clear of spike marks and then measuring to the marks made by your hurdler on his first stride. It helps beginners to draw a chalk-mark about 6½ feet from the first hurdle as a definite target to hit for the take-off. Don't be surprised to find a boy thinking he hit the mark when he was actually from six inches to a foot back of it. This misconception is due to his failure to consider his forward lean at the hurdle and the downward and slightly backward thrust of his foot as he pushes off it.

Work a boy carefully over one hurdle before sending him over two or more. Once a boy has mastered correct form over the first hurdle, he'll approach the second with confidence that he won't have to overreach to make it.

It seems to me that beginners are often made too conscious of the action of the trailing leg. Yet the first form difficulty stems from the action of the lead leg. Most learners want to kick that leg high above the barrier and straighten it out so they sail well beyond the hurdle.

Several things are necessary to correct this fault. The first point is to teach the boy to relax over the hurdle. He should extend the lead leg slightly bent at the knee, and should start to dip that foot when it comes a few inches from the hurdle. His opposite arm, extended parallel to the lead leg, should not be rigid but slightly relaxed.

As the boy starts his lead foot down, he must be sure that the toes point straight ahead. If he lands with his toes pointing in, he's in trouble immediately. Thus, a left-footed hurdler who lands with his foot pointing toward the right is facing slightly to the right. His left shoulder drops back and he'll be in a bad way trying to reach the second hurdle in the customary three strides.

Actually, his foot landing in such a position tends to stop him a bit instead of driving him forward as it should. To correct the error, he tends to pivot a tiny bit to straighten out. This means loss of time as well as loss of position.

When the boy's lead foot lands out of line, notice whether he, is circling it. If he does not show this fault, check on whether he is throwing his left shoulder forward as he takes off. If the boy lands with his foot pointing to the left, watch for a tendency to tuck the lead foot under when clearing the hurdle.

Here again chalk-dust scattered on the floor in the landing zone will show the direction of the landing foot as well as its distance from the hurdle.

In correcting a hurdler whose foot lands out of line, stress these points: Be sure the boy looks straight ahead. Have him hurry the back leg. He should not start the back leg any sooner, but should whip it through faster.

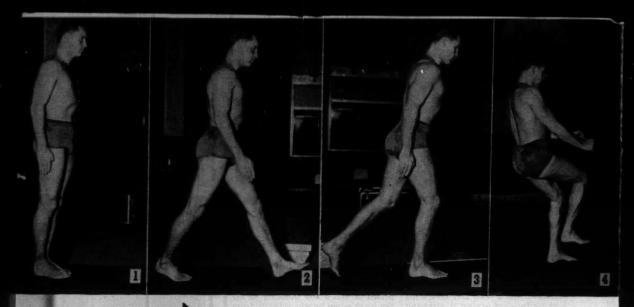
The boy should land on the ball of his foot, not on his heel. It is the failure to take the landing shock on the ball of the foot that causes so many heel bruises.

If a boy is complaining of heel bruises, he needs more forward lean over the hurdle. Watch him closely and you will observe that he usually sails over the hurdle, often with his arms thrown out to the side. Have the hurdler concentrate on relaxing the lead arm a little and bringing it straight back with the hand fairly close to the body.

A device I have used successfully in perfecting correct body lean over the hurdle is that of placing high-jump standards on opposite sides of the hurdle and stringing a piece of yarn between the standards. I hang a handkerchief from the yarn and have the boy try to take the hurdle without disturbing the handkerchief. Next time you observe a good hurdler in action, notice how his head hardly seems to rise as he clears.

The action of the trailing leg also needs close attention. The trailing leg should come through late and fast. Be sure that the knee of this leg swings out at hip level with the foot turned to the right.

(Concluded on page 49)



FRONT APPROACH

Approach to Diving

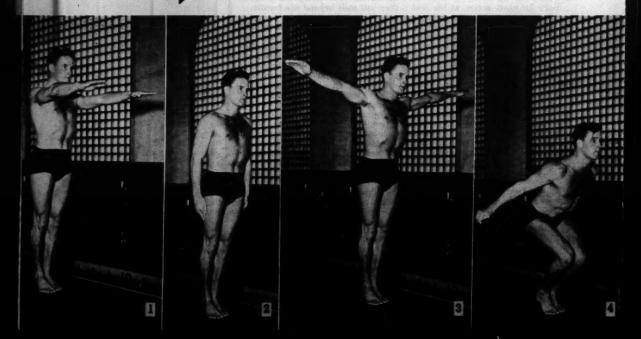
By HOWARD CURTIS, Oberlin College

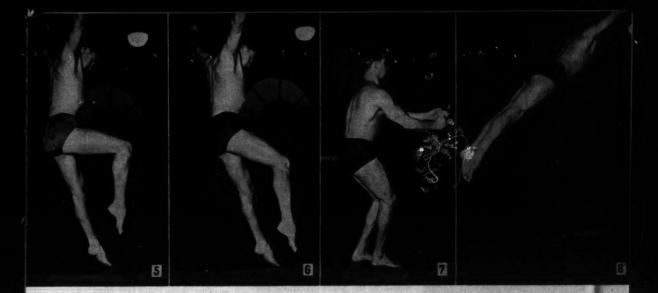
BACK APPROACH

DIVING, when accoutered with the proper teaching and safety precautions, can contribute substantially to any physical education program. Though seldom fatiguing enough to cause complete exhaustion, it stimulates the entire neuromuscular system.

Every muscle group is brought and into play, and intense concentration is required from the time the diver assumes his motionless starting position on the board until his palms contact the bottom of the pool.

The grace and beauty, the splitsecond timing, the rapid changes of





direction, and the thrill of a perfect entry are the results of years of hard work. But you don't have to be a champion to derive hours of healthy fun, gain self-confidence, develop a stronger body and mind, and enjoy a feeling of satisfaction from selfimprovement. Even the crudest of novices can enjoy these benefits.

The majority of good divers range between 5-4 and 5-9 in height and between 120 and 160 pounds in weight. Though an occasional endomorph (very heavily built individual) reaches the upper ranks, the typical diver may be classified as the light mesomorph, being wellconstructed and muscular but not heavy.

Both instructor and student must accept the fact that a natural fear accompanies the learning of any new dive. The average beginner cringes from projecting his body into a strange position in the air and from the possibility of smacking the water if a mistake is made.

However, if the diver is eager to learn and if the instructor has fully and progressively prepared him for the dive, such mistakes will seldom be made. When they are made, the instructor should be able to point them out and explain how to correct them.

After a boy can execute a good front dive from the side of the pool, a good deal of time should be spent on springboard orientation. One thing at a time must be taken up and mastered before proceeding to the next step. Few novices possess the ability to concentrate on and accomplish two new things in one dive.

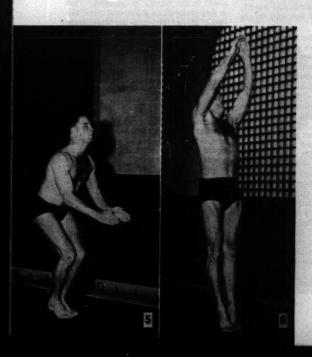
Beginners should understand that there are six basic groups into which dives may be classified, namely:

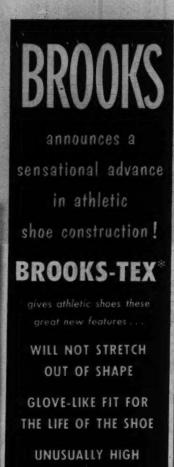
- 1. The forward group.
- 2. The backward group.
- 3. The gainer group (in which the front approach is used but the head comes back toward the board).
- 4. The cutaway group (in which the backward take-off is used but the head moves forward toward the board).
 - 5. The twisting group.
- 6. The handstand group (from the 10-meter tower).

Inasmuch as all these dives stem from either a front approach or a backward take-off, this is a logical starting point for a technical analysis of the basic dives.

The Front Approach. The diver must decide on a three- or four-step approach, and which leg to use in his hurdle. To determine the proper starting spot on the board, each diver should walk to the end of the board, turn around facing the base of the board, and balance on the toes.

The right-legged hurdler who's going to use a three-step approach should start with his left foot and take four normal walking steps,





toes. The steps should be brisk, but not

The arms must not be swung back position as quickly as possible.

As the right-legged hurdler goes into action, the weight is passed forward from the heel to the toe of the left foot. At this point the arms are abducted, raised slightly forward and upward from the sides, until they are slightly anterior to and nearly vertical above the shoulders. The elbows are tightly locked and the fingers extended during the entire process to give maximum lift.

with the last step allowing for the hurdle. This starting point should be marked or noted.

Poise and balance should be exhibited in the approach and hurdle. The diver should stand very erect with chest high, abdomen drawn in tightly, head squared, and eyes focused on the tip of the board. (See Picture No. 1.)

The shoulders are back, the arms extended and close to the sides, the palms held close to the thighs, fingers tight together with thumbs flexed so the tips are hidden behind the base of the forefinger (this thumb position gives a nice appearance but is relatively unimportant), and the heels together.

A right-legged hurdler employing a four-step approach would start his approach with his right foot. The length of the board naturally governs the number of steps that may be taken, as well as the individual preference of the diver. I would like to suggest a three-step approach for beginners since it's a bit easier to

Armbruster1 declares that on the first step the arms swing forward slightly, on the second they swing backwards, on the third they swing forward, and on the fourth step they swing back but not past the hips.

This is acceptable, but it may be more natural in appearance and feeling to swing the arms at the sides as in walking. The steps in the approach (Pictures 2-4) should be just as in normal walking, with the heels contacting the board first and the weight being distributed evenly along the outside of the feet to the

running. Too hasty an approach may cause the boy to slip as he drives into the hurdle, particularly if an erect posture isn't maintained.

of the hips immediately before the hurdle, as most beginners will do. This is wasted motion, as the arms should be deployed into the proper

Simultaneous with this arm action and the drive of the left foot, the

¹David A. Armbruster, Competitive Swimming and Diving, C. V. Mosby Co., St. Louis, 1942, p. 240.

²Ibid, pp. 236-7.

THIS is the first of a series of articles on beginning diving by Howard Curtis, assistant director of admissions at Oberlin College. He says: "This paper is based purely on my experiences as a varsity diver at Oberlin (where I was runner-up for the Ohio Confer-ence diving crown three straight years) and on the study I made while teaching diving in the Ohio State U. physical education service program. Since Dave Armbrus-ter's book is the most current text dealing with the subject, I have criticized two or three of his points—not to find fault with his book but because I think techniques have changed since the text appeared in 1942."

right thigh is brought smartly upward, or flexed, until it is parallel to the board. The lower leg is perpendicular to the board (at right angles to the thigh) and the toe is forcefully pointed to add to the beauty of the hurdle and to insure the proper use of toes upon landing (Picture 5).

Beginners have a tendency to land flat-footed and to pound the board with the heels, which is unpleasant sounding and hinders attainment of maximum drive.

Armbruster says that the hurdle knee is extended before the highest point in the hurdle is reached.2 This is impractical, as a general rule, because it (a) reduces the maximum height that can be gained above the board in the hurdle, (b) is awk-ward, and (c) tends to mar the beauty of the hurdle by projecting the toes forward, destroying the perpendicular position of the lower

Let me explain here that the purpose of the hurdle is to get the weight above and clear of the board so that the drop onto the end of the board will produce more spring than could be obtained with the arms alone, as in a standing take-off.

The whole approach builds up to the hurdle as a climax; and it is important, therefore, that it be as mechanically perfect as possible. The greater the vertical component of force, the greater the vertical driving component.

The hurdle knee is not extended completely until just before the toes come into contact with the board. After the left foot leaves the board and the hurdle is in operation, the

(Continued on page 53)

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Failure to touch base

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Interference by catcher, runner, batter



Hit by batted ball

Umpire's Signals

By THEODORE HARDER Coach, U. of California (Santa Barbara College)

PITY the poor umpire! He is the shooting duck of the western world—the catcall target of players, managers, and fans. Nine times out of ten the abuse is uncalled for. The umpire is right that often. And even when the outburst is apparently justified—when an umpire's decision seems to have neither rhyme nor reason—the umpire, often as not, will still be right.

For example, in a recent minor league game, a runner on third tried to steal home on the pitch. The batter, in an effort to aid the runner,

(Concluded on page 43)

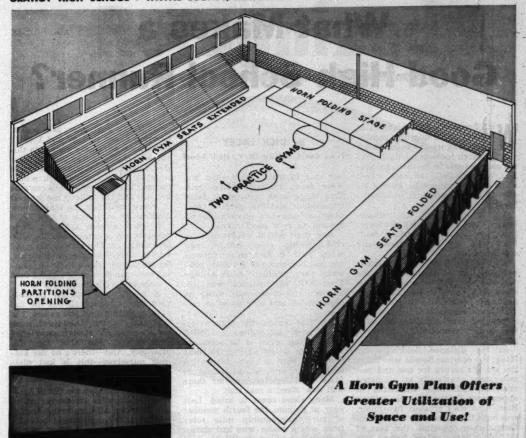


Balk by pitcher, catcher



Dead ball, illegal pitch

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What Makes a Good High School Runner?

WHAT makes a good high school runner? This question continually plagues the coach in his yearly search for new talent. Unlike his counterparts in football, basketball, and baseball, the high school track mentor cannot be guided by any clearcut conception of athletic "types."

The football coach, for instance, knows what he wants. By and large, he's searching for powerfully built boys who are big, rugged, and

speedy.

The basketball talent scout watches his prospects as they enter the doorway of his office, noting how close they come to bumping their heads. He looks primarily for height.

In track, however, there just isn't a running type. Consider some of the great competitors of recent

years.

In the distance field, Gunder Haag, the peerless Swede who holds the world's record for one and two miles, was practically an animated skeleton—tall, thin, emaciated in appearance. On the other hand, Greg Rice, America's greatest two-miler, was built like a fire plug. And Glenn Cunningham, possibly the best of all Uncle Sam's milers, looked like a barrel-chested All-American half-back

Put the three side by side and who could pick the "typical runner?"

In the sprints, chunky little Eddie Tolan, double Olympic champion in 1932, could practically walk under the outstretched arm of most of the men he competed against. Conversely, Andy Stanfield, the outstanding sprinter of the last two or three years, is over six feet and lithe as a greyhound. Ralph Metcalfe, the Marquette Meteor of the '30's, and Barney Ewell, one of our greatest national dash champions, looked like a couple of line-busting fullbacks.

The first thing, then, that the high school coach must remember is that it's a waste of time to comb the school corridors for boys who "look like runners." Don't overlook anyone! Some of your most unprepossessing candidates may turn out to be your best performers.

Furthermore, it pays to remem-

By DICK LACEY

Track Coach, Pelham (N. Y.) High School

ber that in track, more than any other sport, maturity comes late. This is, perhaps, natural. It takes tremendous stamina, perfect coordination, and full physical development to be a good runner.

Few high school trackmen show championship class before their senior year. In fact, many runners are just beginning to hit their peak when they graduate from college. Fred Wilt, for instance, was just another run-of-the-mill miler in high school, and only so-so in college.

For this reason, the high school coach must be willing to "stick with" a boy even if he seems to have little or no ability. He may come on with a rush during his senior year; and, lo and behold, in place of a hopeless plodder there will now stand a real star!

Many cases come to mind. Last year, at Pelham, the fourth member of our championship mile relay team was a senior who had shown absolutely nothing up till his final year. For three seasons he had tried unsuccessfully to be a sprinter, quartermiler, or broad jumper. He hadn't scored a single point in any meet!

Yet, in his final year, he developed into the team's high scorer, with numerous victories in distances ranging from the hundred to the half-mile. He did an 880 in 2:05, a 440 in 52, a 220 in 23, and broad

jumped over 20 feet.

What accounted for this startling transformation? Simple—the boy had suddenly started to mature physically. He at last acquired the stamina he had previously lacked. Probably, too, the hard work he had put in—fruitlessly, he thought—during the preceding three years began to pay off.

Eph Klots, Pelham half-miler picked on the 1951 Scholastic Coach All-American High School Team, won his first medal in his junior year, placing second in a 56-second 440! He looked anything but sensa-

ional. Yet, a year later, as a senior, he ran the 880 in 1:57 and 1:58!

We have purposely gone into this rather lengthy preamble to show that, above all, it takes plenty of time to make a good high school runner. The wise coach will remember this and try to keep the interest of every candidate, no matter how hopeless he may look at first.

It goes without saying that to excel in any sport, one must really love the game. This is probably more true in track than in any other sport, for the simple reason that the training for track is more of a grind than

it is in any other field.

A boy who is out for football, basketball, or baseball has the fun of daily scrimmages and games. The trackman, on the other hand, must simply grind out straightaway after straightaway, lap after lap, day after day. And—there's no use kidding ourselves—this is just plain hard work. It can hardly be classified as pure fun!

High up, then, on the list of qualities necessary for success in running is a burning, all-consuming love of the sport. A coach should be quick to spot this in an athlete, and to

help develop it in others.

Talk track with the members of your squad, both on and off the field, all season long, and even, for that matter, out of season. Take them, or encourage them to go, to some of the big collegiate or A.A.U. meets where they can study the top performers.

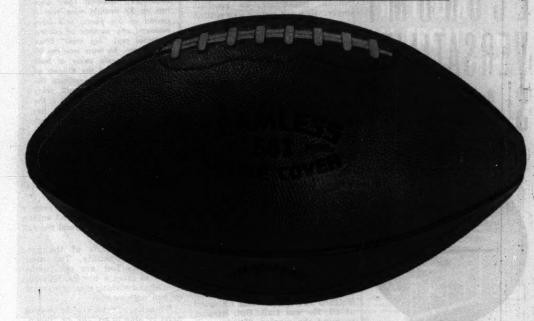
Have each runner keep a personal chart of his performances both in practice and competition. Try to make practice sessions as challeng-

ing and varied as possible.

Enter your boys in some of the big interscholastic meets in your area, even if they don't stand the ghost of a chance. They'll get a real thrill just out of being on the same field with some of the established stars in their events. As a matter of fact, we know of nothing which develops an interest in track so much as participation in big, open interscholastic meets.

There are any number of ways in which the resourceful coach can build up enthusiasm. He must con-

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MARS PENNA

stantly work at this; for, as has been said, track practice can be a real grind and boys can easily become discouraged and lose interest.

It has always seemed to us that high school runners, as a group, know less about their sport than do their compatriots in the other major fields. Take your average high school football, basketball, or baseball player: He's not only a competitor himself but a rabid fan to boot.

How many high school track men, we wonder, can be classified as real track fans? Make sure, then, that your boys are not only track men but track fans also.

Next—and this goes hand in hand with the preceding quality—to be a good runner, a boy must be willing to work and work hard. If you cannot get a lad fired up to the point where he isn't only ready but actually willing to do the tremendous amount of running necessary for success, you can never expect him to be even fairly good.

So strongly do we believe this, that we feel that once you've brought a boy to the point where he's really eager to work, he can practically coach himself!

A few years ago, a ninth grader reported for track at Pelham. We took one look at him and decided he must be an elementary school pupil who had gotten onto the field by mistake. Even four years later, as a senior, he stood only 5-6 and weighed 130 lbs. He had no speed at all. He was frail. But, keeping in mind the maxim, "Don't overlook anyone," we put him on the squad.

It soon became evident that he was a glutton for punishment. He would always run more than he was told to. He practiced by himself on weekends and during holidays. He worked and worked. By the end of his sophomore year, his time for the half-mile was 2:25, which, to say the least, was unimpressive. But he kept working. Some days we actually had to drive him in from the track or cross-country course!

In his senior year—still looking very much like a misplaced grade school pupil—he clicked off a mile in 4:34.7 for a new Pelham record, and finished runner-up in the state championships!

This lad didn't have the physique; he didn't have the natural speed. But he did have the willingness and the ambition to work and work—to drive himself relentlessly. Result: Success far beyond anything we could have envisioned for him.

So, prize—and nurture—this quality in your runners. We have never

THOUGH Pelham (N. Y.) H. S. boasts fewer than 200 boys and has no track to work out on, Coach Dick Lacey's cinder-pounders have won 75 out of 90 outdoor dual meets during the past 17 years, and have chalked up 8 undefeated seasons! They once ran up 33 straight wins over a period of 6½ years, and have annexed any number of county, sectional and "big meet" titles. Last season, his team won the interscholastic mile relay at both the Millrose and the Knights of Columbus Games, and took the Eastern outdoor two-mile relay crown in record time. This is the second superb article Lacey has contributed to Scholastic Coach this year. Last November he presented a beauty on winter track. Next month he'll be back with a gem on distance workouts, Swedish style.

known a good runner—or even a pretty good one—who wasn't willing to work "above and beyond the call of duty."

Another attribute of the good runner is versatility. Too many coaches, we feel, are apt permanently to label a boy as, let's say, a miler and nothing else, or a sprinter and nothing else.

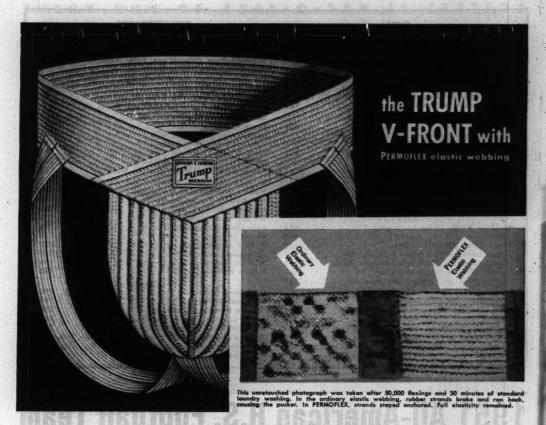
We believe that a boy, to be good, must be able to go "up" or "down." That is, if he's primarily a quartermiler, for instance, he should also be able to sprint, if need be, or to run the half. A miler should be able to come down to the 880. A sprinter should be able to go up to the 440.

This system has its advantages both for the coach and the athlete. If a coach trains his team so that they can shift from one event to another, he can switch his lineup to meet the opponents' strength.

In the relays, this versatility is invaluable. Few coaches, especially of smaller schools, can dig up four good quarter-milers for a mile relay team. But if he has runners who've been encouraged to go up and down the scale, he can often put together a good combination.

As an example, the Pelham mile relay foursome mentioned previously did not contain a single real quarter-miler, as such, yet it ran a 3:30. The quartet consisted of two sprinters, a miler, and a half-miler. But they were all boys who could go over and under their favorite distances.

(Continued on page 51)



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Kyle Cruze (Knoxville East) Tenn. 197	William Kristemeyer (Central) Evansville, Ind 190
Robert Davis (Beckley) W. Va	Sanford Lederman (Santa Monica) Cal
James Freeman (lowa City) la	Richard LePage (International Falls) Minn
Reginald Giddens (Oyster Bay) N. Y. 195	Earl Morrall (Muskegon) Mich
James Koranda (Kelly) Chicago, III	Bart Starr (Lanier) Montgomery, Ala. 165
Ray Michanczyk (Lewis) Southington, Conn. 205	Doyle Traylor (Temple) Tex
George Spaneas (Lowell) Mass. 205	Lawrence Yeargain (Sikeston) Mo
Joseph Tuminello (Brookhaven) Miss,	
	TAILBACKS
TACKLES	Christ Andrews (Greenwood) Miss
Clifford Brumbeloe (Grants Pass) Ore	Royce Flippin (Montclair) N. J
Richard Fadel (Hamilton) Elmsford, N. Y	Donald King (Anderson) S. C
Herbert Gray (R. E. Lee) Baytown, Tex	Martin Keough (Pomona) Cal
Fritz Hoiss (Monasha) Wis	Richard Pavlat (Astoria) Ore
Joseph Krupa (Weber) Chicago, III	Wally Piper (Senior) Miami, Fla
Ronald Latronica (Westinghouse) Pittsburgh 195	Robert Ruck (Southwest) St. Louis, Mo
Jerry Mingls (Wilson) Portsmouth, Va	HALFBACKS
Earl Monlux (Everett) Wash	Hadley Hicks (Bisbee) Ariz. 182
John Pepka (Patterson Pk.) Baltimore, Md 215	Neil Hyland (Far Rockaway) N. Y
Harlan Wilson (Cherokee) ta	Homer Jenkins (LaJunta) Colo. 172
GUARDS	William Kane (Munhall) Pa
Franklyn Brooks (O'Keefe) Atlanta, Ga	John Lewis (Ross) Freemont, O. 198
Robert Clasey (Champaign) Ill	Robert McKeiver (Evanston) III
Floyd Collins (Okmulgee) Okla. 180	Richard Meade (South River) N. J. 170
Arthur Demmas (University) St. Louis, Mo. 187	John Neff (Fremont) Neb. 164
Spencer Lampiris (Eastern) Washington, D. C. 195	Thomas Tracy (Birmingham) Mich. 183
Harold Olewine (Penn) Harrisburg, Pa. 161	Delano Womack (Austin) Tex. 160
Richard Pfaff (Bellarmine) San Jose, Cal	
	FULLBACKS
CENTERS	Cecil Gunn (Arlington) Tex
Douglas Knotts (Albermarle) N. C	Jerry Hall (Palestine) Tex
James Morris (Carr Cent.) Vicksburg, Miss 189	William Harrison (Hampton) Va
William Nieder (Lawrence) Kan	Daniel Lynk (St. John's) Brooklyn, N. Y 200
Charles Stone (Walla Walla) Wash	Raymond Mercer (Moultrie) Ga
John Tatum (Lubbock) Tex	William Murakowski (Washington) E. Chicago, Ind. 192
Kenneth Vargo (Martins Ferry) O	John Peckham (Washington) Sloux Falls, S. D 220
Raymond Wine (Port Huron) Mich	David Rogers (Harding) Warren, O

1951 All-American H.S. Football Team

NCOURAGED by the fine reception accorded our All-American H. S. Track and Field Team (September 1951, p. 42), Scholastic Coach is herewith extending its efforts toward giving proper recognition to outstanding schoolboy ath-letes by presenting its first All-American H. S. Football Team.

Our choices appear above. They are presented humbly, without claim to 100% or even 50% reliability. We know that many injustices have been done, that many deserving boys have undoubtedly been overlooked. But we don't apologize for our selections.

Representing the cream of a huge crop of brilliant players brought to our attention by experts all over the country, the 66 honored athletes were winnowed-amid much blood, sweat, and tears-from a master list of more than 400 "impossible-toomit" selections.

We did our best to be as thorough and fair as possible. But it was still heart-breaking to drop some of the boys. The names of these playersall of whom survived the pruning knife until the very last day-appear on the Honorable Mention list

on pages 40 and 42.

All in all, our 66 players represent 33 states and the District of Columbia. Most of the boys hail from the larger schools in their states. But schools in such towns as LaJunta. Colo.; Southington, Conn.; Cherokee, Ia.; Bisbee, Ariz.; and International Falls, Minn., are also represented.

Texas leads the nation with six selectees, followed by New York and Illinois with four each. Seven other states placed three boys apiece.

The backfield choices are classified under four headings. Quarterbacks pertain to T-formation men only; Tailbacks played in the single wing; Halfbacks include wingbacks; and Fullbacks are just what the title

Following is a compendium of the boys' outstanding achievements:

QUARTERBACKS

Bill DeGraaf was the "most accomplished field general New Jersey has ever seen" opined one reputable observer. Averaged 9.3 yards running, scored 66 points, passed bullets for many more in tough competition. Coach Joe Grecco used him sparingly on defense, but claimed he was his best defensive player. Honor student, Ivv-bound.

Sandy Lederman, a California southpaw, tossed 24 touchdown aerials, while Earl Morrall was voted the No. 1 player in Michigan. Extremely poised triple-threater who kicked points, called plays, was great on de-

Bart Starr completed 69 of 122 passes for 1029 yards in rugged Alabama competition, and was enough of a running threat to keep the defenses honest and set up for his sharp gen-

eralship.

Praiship.

Doyle Traylor, only a junior, is already a two-year all-stater and the best passer in the "passingest state" (Texas). He flipped 172 passes, completing 99 for 59% and 1854 yards. His heaves accounted for 34 td's,

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NAME

Marrison is a colo-year

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Seal-O-San Coaches' Digest

which meant that every fifth time he passed Temple scored. The pros would rate him at 10.8 yards (number of

passes divided into yards gained).

Lawrence Yeargain's passes were good for 894 yards (60-102). He booted over 30 extra points, and in the most important game of the season (St. Louis Southwest) passed for the score and kicked the tying point though injured. His team (Sikeston) hasn't been beaten for four years.

TAILBACKS

The name of Marty Keough comes up here. Carried 176 times for 1309 yards, averaged 7.5; passed 121 for 209 (58%) for 1438. Scored 28 touchdowns, passed for eight, kicked four points, averaged 44.5 yards on 40 punts, and was the best defensive back in Southern California. Want more? Okay, he is considered the greatest player in his area since Glenn Davis. Passes lefthanded and led Pomona to C.I.F. crown by hitting 13 of 18 passes for 216 yards, running 44 more; scoring once in 26-13 win over favored Monrovia.

Royce Flippin played on the only team which beat DeGraaf's all year (Coach Clary Anderson's great Mont-clair eleven which has won 50 of its last 52). A great runner on any kind of play, intercepted seven passes, scored 66 points, completed 24 of 46

Don King accounted for 27 scores in two years and fired up an under-dog South Carolina all-star team to a near upset over North Carolina in the annual December Shrine game, by

returning a punt 78 yards for a score.

Dick Pavlat was a great "mudder"
and that's what a coach needs in Oregon. His running in the slime in the state semi-final playoff against Grant

High was next to miraculous.

Wally Piper led Miami to the Florida title and post-season victories with his great triple-threat work, while Bob Ruck is one of the greatest in St. Louis history. Though a quarterback, he played more like a tailback, running far more often than is normal. Long runs were his forte and he backed up the line in tremendous fashion. His touchdown responsibility was 22 and he kicked nine points.

HALFBACKS

Hadley Hicks is rated one of Arizona's greatest, even though he played with a "B" club. A member of Scholastic Coach's All-American Track Team (broad jumped over 23 feet), he weighs 182 pounds and can batter or scat with tremendous speed. He is a genuine ten-flat sprinter.

Homer Jenkins is another smallschool boy who paced LaJunta to the Colorado Class A championship. He is a player very much on Hicks' style.

Billy Kane of Munhall was voted "outstanding player in Western Penn-sylvania" and what more would any college coach want to know? Previous winners include Jim Mutscheller, Jack Hackett, Don Tate, John Konek. A wingback, he's a great runner, pass

Outstanding Achievements of Scholastic Coach's All-American H. S. Football Selections

ABROLIABE ROWERS TERRI

receiver, and defensive man. John Lewis was nicknamed "Big Thunder" and he thundered to 21 touchdowns and 1589 yards in 189 carries—and those Ohio preps are

tough!

Bob McKeiver is the midget of the squad at 5-5 and 150 pounds. But what a package of grid TNT! He was rated best back in Illinois, best ever in the tough Chicago Suburban League, set a league scoring record of 107 points (he set the old one at 78 last season), gained 643 yards in 55 carries, averaged 45.2 on 24 punts, played safety, and had several punt returns over 40 yards! Against New Trier in the game that clinched an undefeated season for Evanston, he scored on runs of 4, 58, 65, and 72 yards in a blinding snowstorm.

Dick Meade is the third Jersey ackfielder to be named. A two-year all-stater, he hails from the same school that produced George Savitsky, Alex Wojciechowicz, and several other fine Eastern collegians. But they rave over Meade as the best of them all. In two years he scored 201 points (116 in 1951) and always had his best days against the toughest opposition, e.g., four touchdowns against powerful New Brunswick. He maintains a four year academic average of 94%.

Delano Womack was selected despite the fact that he was permitted to run up a scoring total against weak oppo-sition (eight touchdowns in one game). He averaged 19.3 yards on punt returns and ran for over 1000

John Neff, Annapolis-bound, is a good solid Nebraska all-stater for two years. A jarring tackler at his safety position, he did everything well and brought a mediocre team up several

notches in the state standings.

Tom Tracy played with a Michigan
Class B school which faced only Class A teams, yet was a unanimous all-stater, pelling more votes than any A player in the U.P. selections.

FULLBACKS

Dave Rogers scored 23 touchdowns and amassed 1494 yards in 205 carries in the six-school Ohio Scholastic Conference which includes Massillon, Canton, McKinley, Alliance, Mans-field and Toledo Waite—the toughest sextet any coach would ever want to face. His team also defeated Farrell, champion of Western Pennsylvania.

Jerry Hall, who has placed in the 100-yard dash in Texas's state track championships for two years now, carried his 190 pounds over a mile of turf the past fall. He scored 156 points and beat out Traylor as outstanding back in his district. He also punts and is death on extra points.

Bill Harrison is a two-year all-

stater in the Cavalier state and no team has been able to stop him during that time. He is a fine punter, can

ass, and is just a junior.
Ray Mercer was Georgia's AA back of the year, splendid defensively; while Bill Murakowski, brother of ex-Northwestern Art, is a three-year Northern Indiana choice.

John Peckham led unbeaten Sioux Falls (S.D.) with 17 touchdowns including runs of 94, 89, 54 and 31 yards on everything from kick-offs and fake kicks to drives up the middle. He is the heaviest back at 220 and is a fine

shot-putter.

Danny Lynk, a great baseball and basketball prospect, may never play college football (by his own choice). He simply did everything well, including playing safety on fourth down and running back a couple of punts for a portion of his 76 points. Talk of two-way players, Danny saw action for almost 27 quarters in St.

John's seven game schedule.

Cecil "Rusty" Gunn was the outstanding back in the Dallas area though he played with a small school. Arlington won the Texas Class AA title (that's Class C anywhere but in Texas) and Rusty was the reason they upset a favored team in the final

ENDS

Buddy Cruze was Tennessee's outstanding player. Standing 6-4, he caught 30 passes for 612 yards, scored 69 points, blocked four punts.

Bob Black was captain of Arizona's Class A all-state (a coaches' vote) and scored 54 points. He's a rugged two-way player standing 6-1.

Bob Davis was the only unanimous West Virginia all-stater and played with the state champions. He also played on a championship basketball

Joe Tuminello was barely beaten out for "best in Big Eight" by afore-mentioned Chris Andrews. Scored eight touchdowns, accounted for two safeties, occasionally shifted into the backfield on offense. Best end in Mississippi in a long while.

Jim Freeman was unspectacular but for two years was Iowa all-state. He played end and linebacker on defense, end and fullback on offense. In 1950 his team was the best in the state and when it suffered heavy

losses through graduation Jim shifted

wherever needed.
Reggie Giddens was all-Metropolitan N.Y. for two years, specializing in end-arounds and intercepting passes (five).

Jim Koranda caught 17 tosses for 370 yards, averaged 38.6 with punts, moved into the backfield for 19 rushes (163 yards), and passed from end-(Continued on page 40)

SCHOLASTIC COACH

The year of "X-TRA" value

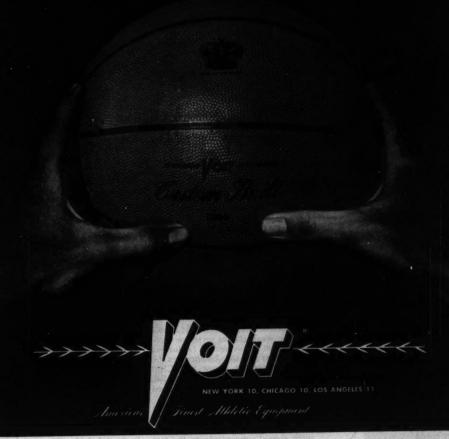
This year, for the first time, the new Voit XE20 rubber-covered baskethall will be used a many of the top collegate, jumor collegate trul bigh school league games throughou Aparica. Perfected over the past three years has new ball was introduced at spring practice last year. Coaches and players told us. This is the finest baskethall ever mady bar nort." This new Voit XE20 has—

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It's me wonder so many "varsity" rannes will be played with the XB20 this year. When conches and players see the performance and value in this ball, when school buyers see their basketball budget expand the new many coach's chest because of the account possible with the XB20 - all say. This is the near of X-tra value. Var XB20 sails.



Screening the **Candidates**

By MICKEY McCONNELL

T HAPPENS every spring. The baseball coach, surveying the host of eager candidates, throws up his hands and moans: "How am I ever going to pick the best nine players from this army?"

Well, there's no easy solution to the problem, but good testing methods certainly can help. The tryout program should have two objectives -first, to give every boy an opportunity to display his talents; and, second, to convince him that he has had a fair trial.

Experience in the big league training camps and in tryout schools for young players would indicate that the tryouts for infielders, outfielders, and catchers should include running and throwing tests.

Running is particularly important. Remember, a player runs both on offense and defense, while he bats only on offense and throws only on defense. Hence, I would suggest timing each player (with a stopwatch) over 50 yards.

If the choice between two candidates comes down to speed and both boys have been clocked in the same time, I would check the boys for running form. If one boy has good form and the other bad form, I'd choose the boy with the poor form. I know this sounds odd. But the reason is simple enough. The kid with good form has probably attained his maximum speed. But the kid with poor form can, with coaching, improve his speed.

Now for the testing of throwing arms. For outfielders, I d have the boy throw to the plate from behind a line about 250 feet away. The ball should be thrown on a line (not looped) so that it bounces once between the mound and the plate.

Outfielders should learn to throw these "line drives" with an overhand motion. Sidearm motions tend to produce curving, inaccurate throws, whereas the overhand throw (such as used by catchers and overhand pitchers) lend distance and accuracy to the toss. It's important to teach the boys this pattern right at the outset, since it will help improve their throwing.

In testing the throwing arms of infielders, I'd suggest having them throw first from the positions they'd like to play. Then I'd have all of them throw from the shortstop "hole" to determine the strength of their arms.

By shortstop "hole," I mean the spot about halfway between short and third, approximately 10 feet in back of the baseline. Only the topnotch shortstop can come up with the ball and make this long throw to first in time.

All else being equal, the boy with the strongest arm should be placed at short. Incidentally, all long throws from short and third should be made with the overhand motion described for outfielders.

While testing the infielders' arms, attention also should be paid to the boys' agility and coordination. Good hands are vitally important, of course. Infielders should have "glue in their gloves." This sure-handed attribute is particularly important for shortstops and first basemen.

In checking the throwing arm of the catcher, have him throw to second base from behind the plate. Youngsters have a tendency to "crow hop" before they throw, and this may make their arms appear stronger than they really are. For this reason, have all the boys throw from the same spot.

I wouldn't eliminate left-handed catching candidates or boys who wear glasses, though the latter should be given extra protection in the form of special glasses and a rugged, roomy mask.

Experience has proved that catchers who wear glasses or throw lefthanded can be successful. (A former top catcher in the Pacific League wore glasses for years and Clint Courtney, promising young big league catcher, wears glasses taped

to his head.)

Perhaps the most difficult assignment is that of pruning the squad of pitchers. A youngster starting to pitch should concentrate on the fast ball and how to control it. If he has poor control, he should be checked to see whether he grips and releases every pitch the same way. Only by getting a consistency of motion and a consistency of grip and release can a pitcher acquire control.

If the boy's hands are so small that he has difficulty gripping the ball, he probably will have trouble with control. For this reason, I would favor the candidate with large hands-everything else being equal.

Again, everything else being equal. I'd favor the candidate with good agility and running speed, since many games are won by the ability of the "fifth infielder" to field his position.

Summing up, then, in picking pitchers I'd first look for the fast ball, then for control, and third for ability to field the position. Of course, ample precautions must be taken to see that the boys are properly warmed up before they're subjected to running and throwing

The problem of testing hitters has been left until last, since hitters won't add up to much if they can't run and throw

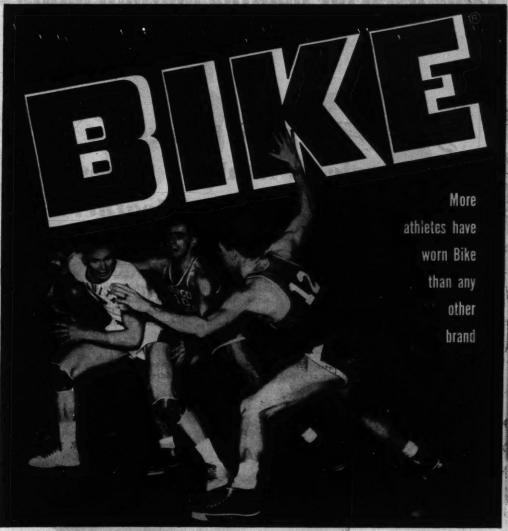
I feel that the batting tee can be helpful in checking the ability of young hitters. But the boys should also be checked against "live pitching," if possible. If a boy is afraid of a pitched ball, the odds are against his becoming a good hitter.

The boy must keep his arms away from his body, his shoulders and hips level (parallel to the ground), and train his eyes on the ball from the time the pitcher releases it until the ball meets the bat.

A short stride is desirable plus a level swing, a strong wrist action, and a good follow through. Again, everything else being equal, the boy with power will be of most value to the club. The power hitter usually combines all the desirable batting habits, particularly those involving the short stride (which permits a quick and full hip pivot), the breaking of the wrists, and the follow through.

The testing methods described herein are based on the teaching of such outstanding instructors as Branch Rickey and George Sisler. These methods have been used with excellent results by many colleges, prep schools, and sandlot coaches.

Mickey McConnell, former scouting director for the Brooklyn Dadgers, is now sports supervisor for the U. S. Rubber Co. His article appeared originally as a teaching aid for Little League baseball players—a bulle-tin sports service conducted by McConnell for the U. S. Rubber Co.





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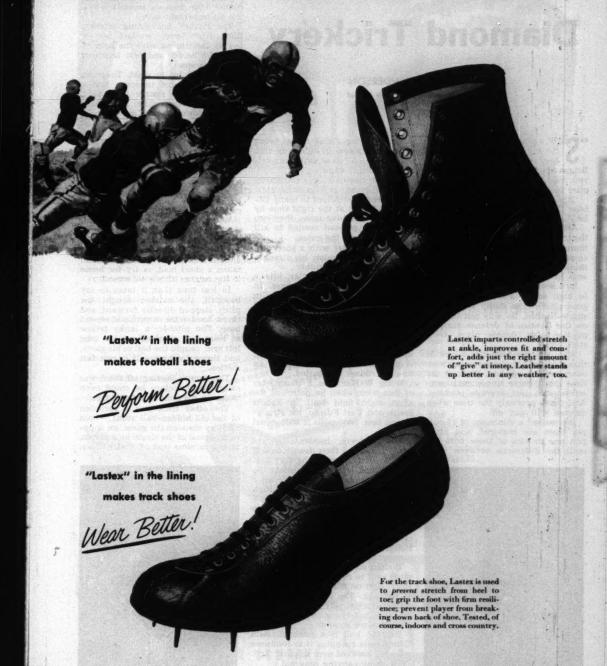
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Diamond Trickery

By GEORGE L. HENDERSON

Ex-Coach, Mansfield (III.) High School

"S AW a whale of a game today," the big league scout enthused over the phone. "A kid named Briggs pitched a one-hitter. I tell you, boss, he's terrific! The hit was pure luck. Shall I sign him up?"

"Forget the pitcher," ordered the boss. "Grab the guy who got the

Although this story exaggerates the trend toward offense in baseball, there's no question that the major emphasis is on hitting. Sure, coaches think of defense. But they do so only in terms of pitching.

In a sense you can't blame them. In high school and college ball, a good pitcher can easily win games single-handed. So why put in time on the niceties of defense such as position play, double plays, trick stuff, etc.

What coaches forget, however, is that they cannot always unearth an overpowering pitcher. Most of the time they'll have to content themselves with just average pitching. And that's precisely the time when defense will pay off.

Remember, a minimum of 27 outs per team are required, and often just one or two of these outs can spell the difference between winning and losing. Other things being equal, the heads-up defensive club that can "steal" that extra out will hold a distinct edge.

Though baseball isn't ordinarily a tricky game, certain strategical stunts lend themselves to many situations. Pulled at the right time by a shrewd defensive team, they can provide the put-out needed to kill a rally and win the game.

A center fielder with a good arm can frequently exploit his strength with the following stunt:

Let's assume the batter hits a clean single over second base. In conventional fashion, he sprints to first, rounds the bag, and slows up to see where the ball is.

The center fielder doesn't make his normal play—which is a throw to second base. Instead, he picks up the ball and whips it hard to first! A good throw will often catch an unwary runner flat-footed.

Dixie Walker was a pastmaster of this trick when he patrolled the short right field wall in Ebbets Field; and Carl Furillo, his strongarmed heir, now pulls it with equal effect.

The Dodgers, incidentally, are justly famed for their deadly pickoff play at first. Despite the fact that it's common knowledge around the league, this play pays off year after year. Perfect timing and execution furnish the answer.

Sprung in an obvious sacrifice bunt situation with men on first and second, it's the joint handiwork of catcher Campanella, first baseman Hodges, and second baseman Robinson.

Hodges comes tearing in with the pitch as if to cover the bunt, lulling the runner on first into a false sense of security. The runner makes his play correctly, getting as far off the bag as he safely can to assure a good jump toward second.

But the ball is a pitchout, with Campanella snapping it to Robinson who has sneaked over to cover first. (See accompanying diagram.)

What makes this play so great is that both Hodges and Robinson are apparently performing their normal tasks, and the runner on first isn't looking for a play since it's the lead runner (the man on second) who's the all-important man.

The Braves' fine young catcher, Ebba St. Claire, worked out a beauty last spring with the help of the right fielder and first baseman Earl Torgeson.

On a base hit to right, Torgeson apparently forgot to cover first—encouraging the runner to make a wide turn. Meanwhile, St. Claire sneaked down the baseline and covered first, where he took a quick throw from the right fielder. Ebba made three or four putouts that

In a game last season, the Brainerd (Minn.) Braves, a semi-proteam coached by Frank O'Rourk, employed two simple defensive tricks which killed off promising rallies by the opponents.

With runners on first and third, the opponents tried the old stratagem of a delayed steal. They sent the man on first toward second and alerted the runner on third, who had taken a short lead, to try for home if the catcher threw to second.

In less time than it takes to say baseball, the catcher caught the pitch, stepped directly forward, and threw hard in the direction of second base. The pitcher, a lanky fellow at least 6-4, reached out his long left arm, caught the ball in his glove, and threw to third—all in one fast motion.

The runner leading off third was caught cold, before he could even make up his mind whether to go.

The other trick was a variation of the old hidden-ball stunt. About midway through the game, an opponent, proud of the single he'd gotten, took a careless lead off first without



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WRITE FOR FREE LITERATURE

NISSEN TRAMPOLINE CEDAR RAPIDS, IOWA looking to see where the ball was. He stood, hands on knees, about six feet from the bag, watching the pitcher closely.

Neither he nor the base coach had noticed that the infielder retrieving the ball from the outfield had never tossed it back to the pitcher. The runner's first inkling that the pitcher didn't have the ball was when it smacked into the first sacker's mitt -too late for him to get back.

Frankie Crosetti, the Yankee coach, used to be a menace with this play. He usually worked it with a man on second, hovering around the bag until the runner stepped off, at which moment Frankie would slap the tag on him.

The stunt may also be worked by the catcher after a base on balls. He may fake the toss back to the pitcher, then watch the runner out of the corner of his eye. If the latter fails to discern the chicanery and leads off the bag, the catcher picks him off with a quick snap.

TRAP ON RUNNER AT FIRST

Another trick play that's been employed successfully in high school and sandlot ball is predicated on acting ability. It's more complicated, requires coordination by five players, and must be practiced considerably before the timing is perfected. But, though a bit on the "bush" side, it pays off.

The action is as follows: With a runner on first, the pitcher delivers the ball and receives a quick return from the catcher. He immediately drops or fumbles the ball so that it rolls toward the plate. The runner, seeing him drop the ball, will ordinarily widen his lead.

The pitcher then springs forward snatches up the ball, and throws wildly over the first baseman. The runner will immediately light out for second. But the right fielder has sneaked back of first as soon as the pitcher had dropped the ball. He fields the apparent wild throw and throws to second for the tag-out. (See diagram on page 30.)

No discussion of diamond legerdemain is complete without injecting Eddie Stanky into the picture. Eddie, one of the headiest second basemen ever to bait an umpire, has two copyrighted tricks to his credit.

With men on first and second and less than two out, the logical play on a ground ball is to try for twosecond to first. Many times, of course, the pivot man won't have a play to first, perhaps because the grounder was too slow, the throw to second too soft, or because the runner going to first got down too fast.

The average second baseman

(assuming he's the pivot man) will either throw to first anyway or make the proper play—which is merely to hold on to the ball. But Stanky has introduced a variation. If he cannot complete the double play or if he has some doubt about it, he will often throw to—third!—particularly if a fast, daring runner was on second.

The reasoning is sound enough. The man going to third knows that the play nearly always is second to first. As a result, he'll usually round third and look for a chance to go home. A quick peg from second will often trap him off the bag.

Another Stanky special is the dummy dive in hit-and-run situations. Assuming there's a man on first and the hit-and-run is on. The runner takes off with the pitch. As a rule, he'll look straight at the bag.

Now suppose, as often happens, the ball is hit on the fly to right field. All the runner will see is Stanky diving for what appears to be a hard bounder through the middle. The runner, thinking that the ball has gone through to the outfield, will keep going, perhaps rounding second and continuing to third. Meanwhile, the outfielder is catching the fly and throwing to first to double up the runner!

A delayed base-stealing stunt which often will work in schoolboy ball requires a fast, quick-starting runner. The act is initiated at second base. Upon arriving there, the runner takes a good lead. After each pitch, he fakes a dash to third.

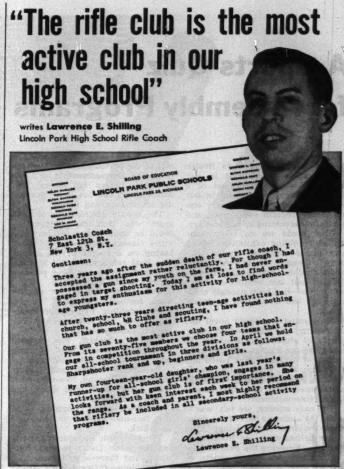
CATCHING CATCHER NAPPING

If the catcher ignores him and keeps throwing leisurely back to the pitcher, the runner, at the strategic moment, really lights out for third, starting as soon as the ball leaves the catcher's hand. He has the time it takes for the ball to get to the pitcher, the pitcher to turn and throw, and the ball to get to third. If he's fast and his lead was long enough, he should make it safely.

One of the most effective trick plays in baseball is the pitcherpickoff of a runner at second base. The pitcher and the shortstop team up on this one. At a sign from either man, they start counting together. At a designated number, the shortstop breaks for the bag and the pitcher wheels and throws. With perfect timing, the play pays dividends, particularly if the runner is a frisky kid addicted to long leads.

The play may also be instituted by the catcher—the shortstop and pitcher beginning their count at a sign from him.

(Concluded on page 37)



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A Sports Quiz for Assembly Programs

"The rifle clubils the most

ATE last fall the Boys Health Education Department in our school was in somewhat of a dilemma. Every department in our school is held responsible for one assembly program every year, and our turn was coming up in February.

What could we do? Gymnastic drills? Tumbling exhibitions? Song and dance routines? Sports pictures? Comedy circus? All these had been done. And to make it more difficult, our last venture—a baseball movie—had been strongly criticized for lack of student participation.

We wanted something novel and interesting, and which would assure plenty of student participation. In the gym, the matter of pupil participation wouldn't have posed any difficulty. But what could we do with an auditorium full of youngsters bored with the usual educational entertainment?

The only answer, we felt, was to make the audience part of the show. This required some doing. After much deliberating, we hit upon a fine idea. Knowing the avid interest all boys and girls have in sports, we settled upon a unique sports quiz show based upon the identification of some 40 fundamental plays and skills.

The procedure was simple. We'd have these skills demonstrated on the stage and ask the pupils to identify them on paper. We'd then collect the papers and determine who were the champion sports fans of the 7th, 8th, and 9th years. The names of these champions, together with the complete results of the quiz, would be published in the March issue of the school paper.

We chose eight winter sports that were easy to demonstrate. Five skills were picked for each, making a total of 40. We figured that if each play was repeated no more than two or three times, all of them could be shown in the 24 minutes allotted to the demonstration.

This would give the audience a fair chance to recognize the skills and write down the answers. The rest of the period could be used for necessary announcements and an exhibition group tap dance. The dance would end the show, providing an entertaining finale.

The beauty of this type of program was that the preparation could be done in the regular activities classes, with each instructor taking on a couple of the sports. The final rehearsals could then be squeezed into two or three practice periods in the auditorium.

The sports chosen for display were football, basketball, soccer, track, tumbling, figure roller skating, boxing, and roller hockey. The specific skills included:

Football — kickoff, end around play, jump forward pass, quarterback sneak, and field goal kick.

Basketball—dribble and lay-up, shoot and follow-up, two-man pass; feint, pivot, catch, and shoot; and screen and shoot.

Soccer—heading, trapping, dribble, two-man pass or dribble, and goal kick.

Track—warm up, starting, passing the baton (relay racing), hurdling, and three-legged race.

Tumbling—forward rolls, backward rolls, two-man spring and roll, cartwheel and handspring, and pyramid.

Figure skating — forward grind, backward grind, spread eagle, turn and glide, and one-foot spin.

Boxing—jab, body punching, uppercuts, jab and cross or one-two, and knockout.

Hockey—puck off or center off, dribble or stickwork; dribble, pivot, pass; two-man dribble, and shooting goals.

Since most of these sports were already being taught in our winter athletic program, the job of picking performers was easy. Six or seven boys were selected for each sport. This was enough for a good demonstration on a small stage. We had the boys practice during regular gym periods, off in a corner.

Our main efforts were spent in trying to time the individual motions and team play so that the audience could clearly discern what was happening. In football, the forward passing and straight running plays proved easy to time. But kicking off, field goals, and spinner plays proved more difficult to stage clearly in such a small space.

The same was true of the basketball skills. Dribbling, shooting, and passing were easy to demonstrate. But the teamwork involved in crisscrossing, screening, and feinting required a lot of practice to facilitate identification.

We soon perceived that while individual skills would be easy to present, the team plays would have to be worked over and over from either side of the stage if they were to be recognized.

The week before the performance we assembled all the athletes for a dress rehearsal. A pupil announcer also had to be trained, and training him to explain the contest to the audience, to direct the sports action, and to the time the intervals for writing answers took almost as much rehearsal time as the training of the athletes.

Progress was slow at first, but it picked up sharply soon as we started practicing against time. No repetitions because of mistakes, slow appearances, or false starts were allowed. If things went badly, we moved on just the same.

In this way, the performers became accustomed to working against the clock and knew that they had to demonstrate correctly each time. When their three allotted minutes were up, each group moved off the platform whether finished or not.

This precise timing made the show move so smoothly that the regular assemblies were run off without a hitch. The auditorium resembled a large civil service examination, with everybody busy writing answers for each play.

The art department was extremely helpful in preparing sports silhouettes and posters showing how to answer the quiz. The silhouettes, which connoted the sports being shown, were posted as a backdrop on the rear wall of the platform. The posters indicated the order of events and were hung on either side of the front of the platform. These helped the announcer instruct the audience on how to prepare their papers.

The report in the school paper (Concluded on page 55)

for Baseball and Softball

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CRAND SLAM



Baseball Drills

(Consinued from page 8)

one out, we're ahead 5-1, third in-

4. (a) Second and third bases occupied, infield in, none (and one) out; (b) same conditions but with shortstop and second baseman deep.

Since numerous baserunning situations are involved, these drills likewise embody both defensive and offensive baseball. Game situations 1, 2, and 3 are particularly useful for developing the desired relay and cut-off system on throws by the outfielders; and game situation 4 is excellent to acquaint baserunners and infielders with the proper strategy on ground balls. (See Diag. 4.)

In the latter case, baserunners should be instructed to move on a ground ball as follows:

(a) Make ball go through infield before advancing with none out, and advance with one out.

(b) Runner on third—advance any time ball goes toward shortstop or second baseman. Hold third if ball goes toward first or third baseman with none out; advance with one out.

Runner on second—advance anytime ball goes to second base side of shortstop or to second baseman. Hold second if ball goes toward first or third baseman with none out; also if ball goes toward shortstop's right with one out.

Batting Practice. The biggest morale problem in baseball will occur at the batting cage—if the practice isn't properly supervised. Without supervision, certain players will take advantage. The best batters are frequently the worst offenders, when actually the weak batters need the practice most.

In any efficient batting drill, each player should have the same number of swings, whether a pitch is missed or a ball is hit foul or fair. This gives each player the same opportunity and speeds up the practice. The number of swings—four, five, or six—depends on the time involved.

Some teams have a system for games which permits each player to take eight or ten swings. This usually ends the player's batting practice for the day. Other teams allot a fewer number of swings, thus permitting two or three rounds of practice.

Some teams put some fun into their last few minutes of practice by making the last round one swing, but allow a player an additional swing for each legitimate hit that he makes

Bunting Practice. Since many players also abuse bunting rules, a



Diag. 4, Teaching runners on 2nd and 3rd when to advance on grounders with 0 out.

definite policy is likewise necessary for this phase of practice. The technique of bunting should be developed in early training. Thereafter one bunt per batting practice is sufficient, except for pitchers—unless, of course, a specific squeeze play or sacrifice drill is being worked.

A good method is to permit only one pitch for a bunt. The pitch should, of course, be a ball to the player's liking. If this isn't done, certain players may deliberately keep fouling off the ball and waste time.

Furthermore, such procedure will not encourage good bunting. Even with emphasis on only one pitch, players get careless. This can be overcome by subtracting one swing from a player's batting practice allotment if he fails to make a good bunt or steps out of the batter's box and bunts the ball illegally.

Diamond Trickery

(Continued from page 33)

Trapped-ball plays are rather risky, but smart, sure-handed fielders can wreak a lot of damage with them. Take a sacrifice bunt with a man on first. Suppose the ball's popped into the air. The runner will usually scurry back to the bag, while the bunter may trot disgustedly toward first.

The infielder playing the ball may get two by trapping it and throwing to first, where the first baseman may touch the base and then tag the lead runner or throw to second to get him if the latter sees the play.

Even if there's no chance for two, this particular play can pay off if there's a fast man on first and a slow man at the plate. Any sort of trap will get the runner going to second. So even if the bunter is safe at first, you'll have displaced a fast runner with a slow one.



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Democratic Group Coaching

By ISADORE SALARIO

Coach, Tilden Technical H. S., Chicago

IN our modern educational system, it is the responsibility of the coach to furnish his players with democratic experiences that will develop the qualities needed to live in and contribute to our social and economic way of life.

Educational psychologists agree that the individual's learning is modified and conditioned by his experiences. When a team's objectives and methods are cooperatively determined, then leadership becomes

democratic in nature.

It goes without saying that a coach must have a deep knowledge of his sport in order to gain the confidence and respect of his players. But equally as important is a personality that touches lives. It must be magnetic, exuding a feeling of friendliness, sympathy, joyousness, and unaffected dignity.

The democratic coach must also be imaginative, sound of judgment, and courageous. He must have confidence in himself and faith in the ability of his players. He must have the will to win, but not to win at

any cost.

Unfortunately, few players are permitted to think for themselves these days. They must blindly follow the coach's instructions. The football coach quarterbacks from the bench, the basketball coach instructs from the sideline, and the baseball coach directs from the baselines.

There isn't any question that our teams are over-coached. Too many coaches feel that in order to have a winning team they must do all the planning. This type of coach becomes set in his thinking, uses the same pattern of play year after year, and seldom considers the individual differences in his players. Yet he feels that he's training his athletes to become socially minded citizens. Doesn't he emphasize teamplay and doesn't each member behave as an integral member of the group?

True, perhaps, but it never has been proved that team athletes make better citizens than those who do not participate in sports. Good citizenship cannot be taught by verbalizing, but in the living. "There is a mechanistic way of operating group wise which may lead to efficiency but not to sufficiency." ¹ This mechanism of the sufficiency." ¹ This mechanism of the sufficiency."

anistic way of coaching will exist as long as a coach is unaware of the democratic group process.

If individuals are to attain the habits, skills, and attitudes that sports are designed to develop, they must have a part in the planning as well as the playing. Just as the trend is toward teacher-pupil planning, so should there be coach-player planning.

There are five important social concepts 2 that should give the coach direction in his decisions:

1. Every individual is important in his own right.

2. All points of view should and must be expressed.

3. Minorities must be respected.

3. Minorities must be respected and cherished.

4. The common problems of living together can only be solved by cooperative action.

5. All men are free to make the choices they prefer.

The first function of the coach is isolating and identifying the problem for study. Some of the problems that the coach should consider with the players are as follows:

 The number of players to be kept on the squad.

2. The captain of the team.
3. The physical conditioning program.

4. The training rules to be followed.

5. The organization of practice sessions.

6. The types of offenses and defenses to use.

7. The starting team. This question should be asked before each game.

8. The policy of substitutions.

Many more problems will arise as the season progresses, such as dealing with individual personalities and team morale.

Once the problem is clearly identified in the coach's mind, he should think of a method of procedure whereby the group is led to discover the problem for itself. Usually the group will be more interested in working on its own problem than upon the leaders'. For this reason, each group member should be encouraged to participate in the discussion relating to identification and later to the methods of organizing the action toward solution.

The shy, unobtrusive member should be drawn out, while the more verbal member should be tactfully

interrupted.

The leader should bring into the discussion pertinent facts or points that are being overlooked, and keep the discussion and action directed toward the solution of the problem. This can be done by frequent summarization. A blackboard may be used as an aid in keeping attention focused on orderly, logical, and pertinent action.

When the solution has been successfully utilized the individual members may receive commendation for the part they played in it. But this should be subordinate to the recognition accorded the group.

The effectiveness of any idea can only be determined by the extent which it works in concrete situations. The criteria for evaluating this type of program do not lie in the games won and lost, but in the desirable changes of behavior in the group involved. Most of the evaluating will have to be determined by the coach and the staff, and some of the questions they will have to keep in mind include:

1. Are these boys working together?

Is there mutual respect regardless of race, color, or creed?

3. Is critical thinking carrying over in other activities?

4. Is the disposition of the individual friendly and joyous?
5. Is there a display of sympathy

towards the feelings of others?

6. Have the training rules set forth

by the group influenced them?
7. Is there a proper philosophy of

staying physically fit?

This listing is merely suggestive. Particular fields of observaton will become more apparent as the coach discerns in which direction he and the players wish to go. If the group finds the democratic process useful in meeting their needs in sports, they will also discover that the habits thus engendered will carry over to vocational and civic life.

¹ Lindeman, E. C., Leisure-A National Issue. Association Press, New York: 1939, p. 25.

² Yauch, W. A., Human Relations in School Administration, Harper & Brothers, New York: 1949, pp. 5-6.





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(Continued from page 24)

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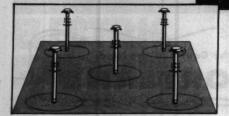
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Signals for Baseball Umpires

(Continued from page 16)

tried to keep the catcher back by cutting at the ball.

But the latter refused to stay put. In his eagerness to receive the ball and meet the runner, he stepped forward enough to contact the bat with his mitt. The umpire promptly called interference, allowing the batter to go to first and the runner to score.

Of the thousands in the stands. it's doubtful whether 50 knew the reason for the ruling. In fact, judging by the abuse heaped upon the umpire, it's doubtful whether even that many were aware of the circumstances.

Another ruling which leaves the average fan in doubt is that following a balk by the pitcher or catcher. Last season a balk was called on a catcher who inadvertently had stepped out of the box

Illegal Position by Batter

while an intentional pass was being issued. The various reasons for the ensuing penalty offered by the spectators seated near the writer varied from "failure of the pitcher to come to a one-second stop" to that of "delaying the game."

In each of these cases, it would appear that if the umpire had been able to indicate the violation through some set of signs similar to those used in football officiating, the fans might have received a clearer understanding of the game and at the same time more greatly appreciated the work of the men in blue.

The question now is: Can such a signal system be devised? The writer says yes. Using the existing signs in football and basketball as a foundation, a signal system can easily be worked out for the baseball umpire. It may consist of the following:

1. Interference by the catcher, baserunner or batsman-arms extended forward, palms out.

2. Dropped or muffed throwcrossed arms on chest.
3. Hit by batted ball—tapping

both shoulders with fingertips.

4. Balks: Failure of pitcher to come to a one-second stop or any other illegal motion-right arm across chest. Catcher's balk-same sign followed by pointing to catcher.

5. Failure to touch base-hands

6. Dead ball, illegal pitch-arm raised similar to infield-fly indica-

7. Illegal position by batsman-

hand revolving in front of chest.

In cases of interference, being hit by batted ball, or balks, the umpire should point out the player after giving the sign. Likewise, in decisions declaring a runner safe or out, the umpire should give the customary signal and then flash the sign indicating the reason for the deci-

For example, on a close play where the first baseman has been pulled off the bag, the umpire should first declare the runner safe and then give the hands-on-the-hips sign, indicating failure to touch the bag.





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OACH

Please send all contributi ons to this column to Scholastic Coach, Coaches' Corner Dept., 351 Fourth Ave., New York 10, N. Y.

NE of Goofy Gomez's pet anecdotes mous battery-mate, Bill Dickey, designed for Hank Greenberg. "When I got two strikes on Hank," Goofy will state, "Dickey was to step out of the catcher's box as if I were going to throw a pitch-out. Then, as Hank relaxed, Dickey was to jump back and I was to fire one over the plate for the third strike.'

At this point Gomez will pause and wait for someone to ask the inevitable

question: "Well, how did it work out?"
"I don't know," Gomez will ruefully
answer. "I could never get two strikes on the guy.

Perhaps the most provocative piece -or, rather, pieces-of new baseball equipment to show up in years are "falsies"! They're alleged to be a big improvement over sponges-for catching purposes, that is

Not so long ago Harry Chiti, the Des Moines catcher, decided to try the new idea he'd heard about. So he walked into a department store and started looking around. He finally located some on the counter and told the salesgirl, "I'll take of they're the large size. "I'll take one of these if

The salesgirl wouldn't break up the set. And that's why Ken Weiss, Des Moines' No. 2 catcher, used one, too.

Back in his minor league days, Min-nie Minoso went to bat one day with the bases loaded and the score tied. He worked the count to 3 and 0, then looked at his manager for a sign. The latter flashed the "take" signal. But Minoso swung at the next pitch and sent it out of the park for a grand-

The manager, fuming mad, met him at the dugout steps. "I thought I told you to take that pitch!" he stormed. A hurt look appeared on Minoso's face. "I do right," he indignantly re-

torted. "I take pitch and hit it far as I can."

Several years ago, the Dodger pitchers grew so reckless with the 0 and 2 (0 balls and 2 strikes) pitch that Leo Durocher, their dandy little manager, set up an automatic \$25 fine for any pitcher who let the opponents hit it. The 0 and 2 pitch had to be thrown where it couldn't be touched.

Brooklyn Dodgers sulked about the idea but couldn't do anything about it. It was Kirby Higbe who finally made Durocher surrender. The big righthander started making every first pitch a ball! That eliminated any possibility of an 0 and 2 count. When the other pitchers took up the idea, Durocher had to call it quits.

One of baseball's minor historical blunders was pulled by Lyn Lary. He was on second base with two out when Lou Gehrig slammed one into the stands. Thinking that the ball would be caught, Lary jogged to third then headed for the dugout to get a drink of water before taking his shortstop position. Gehrig, unaware of this, rounded third and continued on to the plate-where he was called out for having passed Lary on the baseline

Manager Joe McCarthy was coaching at third at the time. He came back to the dugout steaming. "Of all the dumb clucks!" he roared. "Twenty of you sitting on the bench and not one of you had enough sense to yell at Lary that the ball was in the stands!"

Red Ruffing coolly broke in, "And what was the matter with you, Joe? You were closer to him than anybody else

That was the last time McCarthy ever coached at third—or any other base. Incidentally, that cancelled homer cost Gehrig the undisputed home run crown of the American League.

Some more line drives from Tommy Fitzgerald's bright column, "Giving

'em Fitz," in the Louisville Courier-Journal:

"Major league batters recently clouted 51 homers in two days. It's hard to say whether the ball is getting more rabbit or the pitchers more chicken."

"President Will Harridge of the American League has ruled the use of midgets is not to the best interest of baseball. The Pullman people also must have been squawking over the prospect of having a whole team travel in one upper berth."

"What Bill Veeck's doing to base-ball must have Abner Doubleday turning over in his grave. Don't tell Veeck, though, because he'll probably

try to book the act."
"Included as candidates for the job of baseball commissioner were a former postmaster general, the FBI director, a general, and several gover-nors. It's hard to say whether the club owners wanted to mail a letter, catch a dope peddler, wage a war, or get a pardon for somebody."

From Victor E. Francy, track coach at Herbert Hoover H.S., Glendale, Cal.: "In view of the fact that your fine magazine selected Herbert Hoover High as the No. 1 track team of the nation, I thought you might be inter-ested in some of the school's accomplishments. In this hot bed of track in Southern California, each school enters three teams (Class A, Class B, and Class C) in all dual and big meets. Here's the complete record of our three teams over the past 22 years:

		Dual Meets	Dual Meets	So. Cal. Meets	Total Champs
		Won	Lost	Won	Won
Class	A	156	14	4	64
Class	B	132	4	5	53
Class	C	. 151	15	4	53
		_	-	_	
		439	33	13	170

"Our Class A team has amassed 14 undefeated seasons, and only five high schools have been able to beat them in 22 years.

"Our Class B team has chalked up 14 unbeaten seasons, with only three schools able to defeat them in the past

"Our Class C team has compiled 11 all-winning seasons, and only six schools have been able to make them say 'uncle' over the years.

"We're extremely proud of the fact that in 1949 our A, B, and C teams

received a state legislative citation for being the only high school ever able to win all three team titles in the Southern California meet."

From Frank Howe, track coach at Central H.S., Columbus, O.: greatly interested in your 1951 All-American H.S. Track Team, and would like to thank you for the recognition you have helped bring to deserving boys in this fine sport.

Your nomination of our Bill Hairston as an All-American broad jumper was greatly appreciated-and the honor was thoroughly deserved. We all





Tips to Trainers

by ROLLIE BEVAN, Head Trainer United States Military Academy

Injuries to the Arm, Forearm and Elbow

Contusion

If there is swelling and the injury is seen early—apply ice followed by a moist heat pack of Antiphlogistine Poultice. Do not massage. Most contusions of this area do not require special treatment. Discoloration due to capillary bleeding may be disregarded.

Elbow Sprains

Elbow sprains are usually due to hyperextension—bending the elbow backward too far. This borders on dislocation. The elbow tends to tighten, causing the arm to flex and become highly sensitive.

become highly sensitive.

Cover the elbow with Antiphlogistine Poultice, cotton dressing and an elastic bandage wrapped in a reverse spiral. Whirlpool and massage several times daily with Rub A-535, will accelerate the cure and help straighten out the arm. Protective taping is essential for prac-

tices and games. Twisted elbows will respond to the same sort of treatment, but taping will seldom be needed.

Sprained Wrist

The wrist comprises eight carpal bones. Because of its construction, it is extremely flexible. When sprained, use whirlpool followed by circular massage with Rub A-535, around the entire wrist. Apply Antiphlogistine Poultice under a cotton dressing, then bandage with gauze and tape. For extremely sensitive sprains, apply a splint and bandage. If not properly bandaged, a recurrence may be caused during sleep. Always check for fracture if swelling or deformity is pronounced.

Jammed or Sprained Fingers

Jammed or sprained fingers should be soaked in a whirlpool bath of 110°F. or better. While the hand is in the hot water, gripping exercises will help stimulate the healing process. Follow the whirlpool with light centripetal massage with Rub A-535, then apply Antiphlogistine Poultice and wrap with cotton dress-

Bandage the injured finger to the adjacent digit for support and protection. Don't become alarmed if a jammed knuckle or joint remains enlarged after all the soreness has disappeared. This is often a normal by-product of such injuries.

Thumb injuries should be treated

Thumb injuries should be treated as jammed or sprained fingers, but for additional support apply a figure-8 wrap of gauze or gauzetex covered with two-inch tape. If extremely sore, tape the thumb to the index finger for protection by immobilization.

"Bevan's Mail Box"

Coaches and trainers are invited to write for advice on specific problems, to The Denver Chemical Mfg. Co., Inc., Dept. S-6, 163 Varick Street, New York 13, New York. A free copy of Mr. Bevan's booklet may also be obtained by writing to the above address.

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feel that Bill was one of the outstanding schoolboy athletes in the country

"Standing 5-11 and weighing only 150 lbs., he was an all-city back and end for three years and also played three seasons of varsity basketball. In track, he captured the state broad jumping crown for three straight years, and also finished high in the sprints and hurdles.

"As a broad jumper, Bill set 14 meet records during his varsity career. In his senior season, he averaged 23-7 in his 13 competitive efforts, truly an amazing record. His high mark, incidentally, was a superlative 24-81/2.

"Larry Snyder, Ohio State's great track coach, who is now Bill's mentor, is hopeful that Bill will win a place on the Olympic team this summer. Bill is a wonderful boy as well as a marvelous athlete, a real leader, and a winner of our school's coveted scholar-athlete award. Proudly we present him as a real All-American.

As every baseball fan well knows, Ted Williams isn't exactly the most popular ball-player in the game. He is boo-bait in every big league park. Oddly enough, it is in his own home town that his unpopularity reaches the most awesome proportions. Whenever Ted pokes his nose onto the field, Fenway Park becomes the most boo-

tiful place in the world.

One afternoon, Ted made the heinous mistake of emerging from the dugout first. As his hated figure made its appearance, the fans let go with a tornado of cat-calls. Ted's teammates still, in the dugout, grinned Billy Goodman nudged Bobby Doerr, "Look, he said, "the early worm catches the

Our comments on the rubber-covered football (in our November issue) scored a touchdown in the Canal Zone and produced this stimulating billet doux from John C. Fawcett, director of athletics at Balboa High School:

"Here in the Canal Zone, the rub-ber-covered football has been used ever since the game was introduced in 1937. In fact, it's an absolute neces-ity due to weather conditions. You ever since the game was introduced in 1937. In fact, it's an absolute necessity, due to weather conditions. You ought to see one of our tropical rains and the mud it makes on the playing field. In my first year here (1946), two Class B teams once played a game in so much water that the referee, in spotting the ball, had to hold it until the center arrived to prevent it from floating away!

"The weather is such that whenever we get two seasons out of our equipment, we're more than pleased. The average football player goes through two pairs of the best shoes in a single season. Practice pants seldom last more than one season, even though we use the best, and the same holds true for pads and jerseys.

"During the past season we used rubber-covered footballs that were in their second, third, and even fourth

their second, third, and even fourth years of use. They are punctured years of use. They are punctured occasionally on sharp objects, but other than that no real wear or tear ever seems to show. Though used for three and a half months in the most adverse sort of weather, they always

adverse sort of weather, they always keep the same shape and weight.

"We've just completed a home-and-home contract with the Miami-Jackson H.S. They came here in 1950 while we played them in the Orange Bowl the past October. Key West H.S. has a similar arrangement with Cristobal H.S. The first game of this series was played here in December. These three games were, to the best of my knowledge, the first international high school football games ever played—and they were all played with the rubber football."

Just one wee comment. The Balboa-

Just one wee comment. The Balboa-Cristobal-Florida high school contests weren't the first international grid games ever played. Canadian and Mexican schoolboy teams have been meeting our boys for any number of

Our chapeau is off to Boyd L. Sponaugle, line coach at Franklin & Marshall, for hitting the jackpot in William Skinner & Sons' contest for naming its new all-nylon athletic fabric. The contest was conducted during the American Football Coaches Assn. meeting in Cincinnati, and Boyd's winning title was "Gridlon." And so "Gridlon" joins the famous Skinner fabric family ("Tackle Twill" and "Combat Cloth"). Boyd's prize was a swell Wheary Cowhide 2-Suiter.

Saunders and Roosevelt high schools of Yonkers, N. Y., were engaged in a nip-and-tuck basketball game, when the referee, "King Kong" Klein, came to a momentary stop on the sideline to watch Saunders work a slow weave.

A kid in the front row behind him. grew impatient "Hey, ref," he yelled, "I can't see." Klein, without turning his head, snapped, "Neither can I!" And the kid, undaunted, came right back with "You're telling me!"

If Austin (Minn.) H.S. doesn't watch out, its football rivals will soon be howling, "Break up Austin!" The Austin gridders have lost only one game in the past six years. After winning 19 straight, they dropped one and then promptly began a new streak, which has now reached 31. They've been rated No. 1 in the state (by the Dr. Litkenhous ratings system) three times in the past five years, and have already retired the trophy that goes with it. Everybody is now calling Coach Red Hastings, "Dr. Litkenhous."



Timber Topping

(Continued from page 11)

Many beginners have a habit of dragging the trailing foot with the toes pointed downward. This, of course, is dangerous and liable to cause spills. When you discover a boy frequently hitting his ankle on the hurdle, you can be quite sure that he's not getting enough forward lean over the hurdle.

If he's hitting the hurdle with his trailing knee, his trailing leg form is right but he needs to lift the knee more to hip level. You can help him perfect this action by having him practice walking close to the left side of the hurdle, whipping his trailing leg over the barrier as he does so.

If your hurdler is having trouble covering the distance between barriers in three strides have him try for a higher knee lift with his trailing leg as the lead foot touches the ground. This will enable him to get a longer stride after landing. This point merits special emphasis because it is so important in getting into position for the hurdle ahead.

I am convinced that one of the biggest mistakes in hurdling is to have your boys practice at less than racing speed. Since the striding rhythm is so important, your hurdler gains nothing by taking his strides at a slower pace.

If a boy, when learning, is inclined to balk at the second hurdle, I insist that he work at racing speed but I sometimes cheat a little on the distance to the second hurdle. Without his knowledge, I move the second hurdle a foot or so closer until he gets his striding right; then I put the hurdle back where it belongs.

I like to work my hurdlers with the sprinters (on starts) at least three times a week, and to work them hard on Monday and Tuesday before a Saturday meet.

In races, I want them to follow the tip of a former champion, Monty Wells, in choosing the outside lane on the right, if possible. This means that your left-footed hurdler will have opponents only on his left. This is particularly important if your boy has the bad habit of trying to watch his opponents. You may notice that he usually turns his head to the right. If he can get the outside right lane (indoors), there will be nothing on the right to distract him.

Outdoors, a retaining wall may make this choice unwise, especially if spectators are leaning over the wall.



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o WIT WAIR. It is person in mormally healthy, there's no harm in writing the heir duity with rester. Mair, being dead state, is unaffected by reptor; and the scalp, being made up of the scale, turing made up of the scale.

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A well planned diet, adequete aloop, mederate are
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plus hair care — which includes champeoing when
necessary, daily briskferushing and combing, and
frequenting a senitary fearhea aloop—should assure
healthy hair in the normal person. Abnormal carditions of the links and scale should be brought
to the immediate attention of a dermitologist,
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at of the skie.



e Star. Judging by the amount of sleep they gat, same been agers think that it's a weste of time. Sleep is vital to good health, it builds, creates now spirits, resides you for the next day's trake. Loss of sleep has a bad offect upon the nerveus system as well as the general appearance. Though, your muscles can rest, renew their strength, your nervous system cannot. During every waking hour, there's an expenditure of nervous energy. So make sure to get at least nine hours of restful sleep per stable. steep. Judging by the amount of sleep they

The H. S. Runner

(Continued from page 20)

From the runner's point of view, this system adds the spice of variety so necessary to maintain his racing edge. A boy will enjoy his running more if given a chance to experiment once in a while with events other than his specialty.

Along this same line, you may encourage all your runners to take up a field event as a side line. Even if they never turn out to be any it will provide fun for them and break up the monotony of training for a running event. And sometimes it may turn up unsuspected field event material!

Thought it's doubtful if a runner ever has to exercise quite the brainwork and judgment of, say, a quarterback or a catcher, another essential of the good trackman is his ability to run with his head as well as his legs.

Here again is where the coach plays an important role, for nearly all runners must be taught racing tactics. Few, if any, are born with a native talent along this line.

Far too many high school races are lost because of poor judgment of pace, trying to pass on a turn, or similar blunders. The coach should spend plenty of time schooling his men in the tactical phases of track.

Another item of great importance is mental attitude. Because track is. to a great extent, an individual sport, the competitor must rely on himself far more than the member of a squad in a team game.

The coach must do everything he can to bolster his runners' confidence. A boy who feels he's going to win will usually do so. For this reason, the coach must strive constantly to build up his boys' ego.

Finally, there's one quality without which the runner can go only so far. Unfortunately, the coach can do little or nothing about it. The boy either has it or he hasn't it. And if he lacks it, he seldom can acquire it. We refer to "heart" or "guts."

This is important in every sport but doubly so in track because of the individualized nature of the competition and the rules of racing. No matter how spent a runner may be, he cannot take time out as can the player in football or basketball. He must continue on to the tape.

Intestinal fortitude, as it is politely known, has won many a race against superior odds. A boy with a fighting heart may not necessarily become a champion, but the boy without one never will.



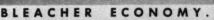
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Approach to Diving

(Continued from page 14)

left leg is drawn forward with the rest of the body so that both legs are directly below the body in the drop to the board.⁹

The diver's eyes must be focused on the end of the board until the toes make contact no farther than an inch back from the end of the board. The head may be slightly tipped forward during the approach. Upon landing, the feet are close together (Picture 7).

It shouldn't be necessary to mention that allowing the heels to touch at the same time as the toes causes an inefficient lift in taking off. The use of toe flexion is vitally important.

During the descent to the board, the arms may be lowered to shoulder level. As the toes contact the board, the arms are swung vigorously downward in the start of an ellipitical movement. The knees and ankles flex for the ensuing drive as the board is depressed, with the palms passing close to the knees.

This is a good time to mention that the arm position in the hurdle is the same for every dive and that the trunk of the diver should be erect throughout the entire approach, hurdle, and take-off. The angle of take-off also is exactly the same for every dive, but the angle changes of course, once the performer is up and clear of the board.

At this point, it is extremely important to lift the eyes from the board and lift the head slightly.⁴ It is here that the novice bends at the hips and lets the trunk and head go forward. This results in a body lean which takes the dive far out from the board and cuts off the height that furnishes the time and space to execute the dive and prepare for a good entry.

The thighs extend powerfully, largely through the action of the gluteus maximus and the hamstring muscles; and the knees are extended by means of the quadriceps muscles at the anterior part of the thigh. The ankles are also extended and the toes flexed.

During the powerful leg action, the arms are forcefully brought up from their position by the knees.

*For a beginner, the coordination here may be difficult to master. The approach and hurdle may be conveniently practiced on the pool deck on the floor of a room, on the grass or sidewalk, etc. It should be practiced until perfect balance is attained. *Note that the head and eyes are lifted prior to the take-off, while the toes are still in contact with the board.

They pass directly upward in front of the body, shoulder distance apart, until they are nearly vertical.

THE BACKWARD TAKE-OFF

The take-off for all backward, cutaway, and backward twisting dives is very similar in arm and leg action to the front take-off.

The diver first assumes an erect standing posture at the spot where he normally starts his front approach. He then walks to within a few inches of the end of the board and turns around.

The about-face is often performed as follows: The left foot is placed at the end, a foot's width to the right of center. The right foot is crossed over and the toes are placed on the board to the left of the left foot. The diver then pivots to the left on the balls of his feet by pulling with his right leg and turning his hips until his back is to the water.

Just as the pivot is completed, the arms, completely locked and extended at the elbows, are flexed until they are directly in front of the shoulders. They remain here while the diver gains complete body balance and adjusts his toes so that they are close together with the balls of the feet comfortably on the end of the board. (See Picture 1.)

When the diver is ready to begin his take-off (this should never be rushed), his arms are slowly extended and adducted until they come to rest with the palms flat against the sides, just below the hips. The head is erect and the eyes are fixed upon something directly in front and in line (Picture 2).

The arms are then adducted, or raised laterally, until they are at shoulder level and extended in the same plane as the chest (Picture 3). Here they are poised motionless for an instant. This pause gives the diver much better control and eliminates any possibility of a "crow hop" or slight bounce due to a too rapid upswing of the arms.

The arms are now forcefully moved downward and slightly back-ward in a circular motion similar to that used in the arm press on the front take-off (Picture 4). Reaching the lowest possible point with the hands (the knees having flexed as the board was depressed), the arms are rapidly brought up in front at less than shoulder-width apart

(Picture 5) and the legs drive powerfully into the board.

A diver should ride the board as long as he feels he is in time with it, and the body should lift straight upwards as it leaves the board (Picture 6).



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This value is no freak! It is truly typical of the new Regal line, pictured in our 1952 20-page color catalog, just out. In it, you can find 150 equally budget-saving ideas—all the way from individual "Osears" at \$1.80, to elaborate Team and Championship trophies up to \$81.00.

See for yourself. Just write "Rush 1952 Catalog" on your letterhead, or on a postcard, and mail to:

Regal Awards Co., Inc.

1265 Broadway, New York T, N. Y.







Sportsmanship Jersey Style!

(Continued from page 7)

is spectator education. Most booing, complaints about officiating, fights between spectators, and other displays of poor sportsmanship are usually the result of ignorance. Most fans don't understand the rules, officials signals, and the offensive and defensive patterns unfolding before them.

We try to acquaint them with these things through a series of assembly programs. Before every sport season, the respective coach presents a "live" assembly program during which he and his players demonstrate actual game situations.

They run through legal as well as illegal plays, and point out and explain all the common rules infractions. A question period is then held to clear up anything the students still don't understand.

Having coached our teams to play fair and square, and having taught our spectators the finer points of the game, we feel that our contests can be conducted in a healthy and wholesome manner.

This doesn't mean that nobody ever oversteps the line of good sportsmanship. Once, after losing a game on a last-second basket, some of our fans went haywire. The players, upon hearing about it, were quite upset.

CAPTAIN LECTURES CROWD

Before the start of the next game, our captain walked out on the floor and made a brief speech. He told the crowd that good sportsmanship isn't confined to the players; it also applies to the spectators. He then told the crowd what the players and the school expected of them.

The reception was wonderful, and the results most gratifying. Coming from our captain, the request for sportsmanlike behavior was many, many times more effective than anything I could have attempted.

Our program extends beyond our school. Whenever an opposing player is injured in one of our games, our Student Council sends him a gift and best wishes for a speedy recovery. Visits from our players and coaches help cheer his convalescence.

We think of our opponents even at pep rallies. The opposing coach. captain, and cheerleaders are invit-

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America's "No. 1 Refresher"

ed as guests, and good-natured ribbing sets the proper tone for the game the next day.

A future addition to our program is an annual award to our outstanding athlete. This will be presented by the Scott H.S. Boosters Club, whose membership includes alumni, teachers, parents, and townspeople. One of the main requirements will be an outstanding act of sportsmanship. This will be written up by the coach and presented to the Award Committee at the close of each

This briefly tells what we're doing to make sportsmanship a living thing. It's been said that "good losers never win." That's bunk. We're good losers, yet in the four years this program has been in operation we ve produced six championship teams in football, basketball and track.

Just as important to us, however, is the feeling that all our "opponents"-other schools, players, and communities-like us.

Sports Quiz

(Continued from page 34)

provided a good follow-up for the program. It proved that the youngsters had a keener knowledge of the fundamentals than we thought they had, and that greater attention was being paid to our health education teaching than we had imagined.

Practically everybody handed in a paper, and most of the papers were completely filled out. An analysis of the answers showed that the students were most knowledgeable in basketball, track, and boxing. Football, tumbling, and soccer ranked next; and hockey and figure skating brought up the rear.

Many of the answers, while very descriptive, had to be marked incorrect because they did not tally with the official answers.

The average number of correct answers by the boys was 22 (out of 40); and for the girls, it was 18. The boy winners for the three assemblies were Arnold Levine, with a mark of 30; Martin Adler, 29; and Ronald Rozensweig, 27. The girl winners were Joan Alexanderson, 28; Harriet Greenfield, 24; and Theresa Nohle, 20.

Bart Gilbert's Improved Scorebooks BASEBALL - BASKETBALL

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